

THE ROLE OF BIOGRAPHY IN THE DEVELOPMENT
OF ADMINISTRATORS - A CRITICAL APPRAISAL

by

COLIN BRUCE WINKLER, B.A. (Hons.)

*Submitted in fulfilment
of the requirements for
the degree of*
MASTER OF ARTS

UNIVERSITY OF TASMANIA

27th MAY, 1985

TABLE OF CONTENTS

This thesis comprises two volumes, the first containing the main body of the thesis, and the second the appendices.

		VOLUME I
		Page
	List of Figures	vi
	List of Tables	vii
	Declaration	viii
	Acknowledgements	ix
	Abstract	xi
	Preface	xiv
	INTRODUCTION	1
	The Context of the Study	3
	Objectives	7
	Research Design and Methodology	10
	Limitations	22
	PART I - THE CASE STUDIES	24
Chapter One	THE INSTITUTIONAL CONTEXT OF THE BIOGRAPHIES: THE ADMINISTRATIVE STAFF COLLEGES	28
Chapter Two	THE BIOGRAPHIES AT THE ADMINISTRATIVE STAFF COLLEGE, HENLEY-ON-THAMES	41
	Objectives	43
	<i>Genesis</i>	43
	<i>Evolution</i>	48
	<i>Devolution</i>	50
	Content	58
	Methodology	75
	<i>First Biographies</i>	75
	<i>Second Biographies</i>	88
	A Concluding Note on the Henley Biographies	91

	Page
<i>Chapter Three</i>	
THE BIOGRAPHIES AT THE AUSTRALIAN ADMINISTRATIVE STAFF COLLEGE, MOUNT ELIZA	94
Objectives	97
<i>Contextual Objectives</i>	97
<i>Specific Objectives</i>	106
Content	115
Methodology	126
A Concluding Note on the Mount Eliza Biographies	139
<i>Chapter Four</i>	
THEMES IN THE BIOGRAPHIES AT THE ADMINISTRATIVE STAFF COLLEGES: POINT AND COUNTERPOINT	140
The Moral Dimension	141
Mental Clarity	142
Judgment and Time Perspective	145
A "Placing" Function	146
Role Rehearsal	148
"Depth"	150
A Postscript to the Themes: A Critique of Content and General Approach	151
 PART II - PROSPECTS FOR BIOGRAPHY IN THE DEVELOPMENT OF ADMINISTRATORS	 159
<i>Chapter Five</i>	
CASTING THE ROLE OF BIOGRAPHY: CRITERIA FOR AN EFFECTIVE PERFORMANCE	162
The Criteria	165
Criteria Relating to the General Approach	166
Criteria Relating to the Biographical Subject	168

	Criteria Relating to the Biographical Medium	170
	An Interim Note on Some Pragmatic Difficulties Associated with the Criteria Relating to the Biographical Subject and Medium	173
	Criteria Relating to the Learning Method	174
<i>Chapter Six</i>	ALTERNATIVE APPROACHES TO BIOGRAPHY IN THE DEVELOPMENT OF ADMINISTRATORS I: ADMINISTRATIVE STYLE	180
	Approaches to the Concept of Style	182
	Guidelines for a Style Approach	190
	An Illustration of a Style Approach: A Comparative Analysis of Dr. H.C. Coombs and Sir Henry Bland	195
	An Evaluation of the Administrative Style Approach to Biography	215
<i>Chapter Seven</i>	ALTERNATIVE APPROACHES TO BIOGRAPHY IN THE DEVELOPMENT OF ADMINISTRATORS II: THE INTUITIVE-ANALYTICAL METHOD	218
	Theoretical Context	220
	Content and Method	226
	An Evaluation of the Intuitive-Analytical Method	236
	SUMMARY AND CONCLUSIONS	240
	A Summary of the Thesis	241
	Conclusions	244
	BIBLIOGRAPHY	250

LIST OF FIGURES

VOLUME I

<i>Figure</i>		<i>Page</i>
1.1	Case Research Framework	12
1.1	Relationships Amongst the Various Components of the Developmental Experience in the Administrative Staff Colleges	32
1.2	Correlation of Career Patterns, Developmental Processes, and Methodologies in the Administrative Staff Colleges	38
1.3	Principal Elements in the Developmental Community Model	40
2.1	Outline Syllabus: Henley, Session 1, 1948	44
2.2	Outline Syllabus: Henley, Session 53, 1965	51
2.3	Outline Syllabus: Henley, Session 77, 1972	53
2.4	Outline Syllabus: Henley, Session 109, 1983	55
2.5	Typical Activity Sequence: Henley, First Biographies, 1948 - 1976	81
2.6	Typical Activity Sequence: Henley, the Biographies as Part of "Leadership and Direction", 1977 to the Present	82
2.7	Henley Second Biographies: Activity Sequence of the Final Method, 1956 - 1965	89
3.1	Broad Structure of the Advanced Course: Mount Eliza, Session 1, 1957	98
3.2	The Mount Eliza Advanced Course following the Restructuring of 1973	102
3.3	Main Areas of Study in the Mount Eliza Advanced Management Programme	104
3.4	Typical Activity Sequence: Mount Eliza Biographies, 1957 - 1980	127
7.1	Extracts from the Question Bank on Sir Herbert Gepp	231

LIST OF TABLES

		VOLUME I
<i>Table</i>		<i>Page</i>
2.1	Inventory of Characters: Henley, Session 1, 1948	61
2.2	Inventory of Characters and Sources: Henley, Session 43, 1962	63
2.3	Inventory of Characters: Henley, Second Biographies	68
2.4	Progressive Inventory of Biographical Subjects at Henley including Frequencies of Offering, Selection, and Ratio of Selection to Offering	72
3.1	Inventory of Biographical Subjects: Mount Eliza, Session 1, 1957	117
3.2	Progressive Inventory of Biographical Subjects at Mount Eliza including Frequencies of Offering, Selection, and Ratio of Selection to Offering.	121

This thesis contains no material which has been accepted for the award of any other higher degree or graduate diploma in any university and, to the best of the author's knowledge and belief, the thesis contains no material previously published or written by another person, except when due reference is made in the text of the thesis.

A handwritten signature in black ink, consisting of a stylized, cursive script that appears to be the author's name, followed by a horizontal line.

ACKNOWLEDGEMENTS

The development of this thesis has been possible only with the assistance of many other individuals, some of whom I would like to thank specifically and others in a more general fashion.

I am particularly indebted to Dr. S.V. Rao, Senior Lecturer in Administration in the University of Tasmania, not only for his invaluable guidance and supervision in each phase of the study, but also for first introducing me to the field of administrative biography.

The cooperation of the Principals and Staff of the Administrative Staff College, Henley-on-Thames and the Australian Administrative Staff College, Mount Eliza in the case studies is greatly appreciated. Particular thanks are due to Mr. Paul Cherrington, Senior Fellow at Henley, and to Mr. John Burns, Director of Studies at Mount Eliza, whose efforts greatly facilitated my study of the biographies at their respective Colleges.

My thanks are also due to Professor Charles Margerison of the University of Queensland Business School and to Dr. Alan Kitson of the Bolton Institute of Higher Education in the United Kingdom through whose respective kind offices the original version of Chapter Seven was presented at the Management Educators' Conference held at the Australian Graduate School of Management in 1983 and published in the journal *Business Education* in the following year. Both these occasions afforded me some extremely valuable feedback on the approach concerned and highlighted some of the problems which have now been largely resolved.

The Students in the Graduate Diploma in Professional Management at the Tasmanian College of Advanced Education deserve special mention. These people, from a variety of professional callings, were involved in pilot programmes using the approaches discussed in Chapters Six and Seven, and their critical comments have been of particular value in developing both approaches further.

ABSTRACT

The central concern of this thesis is to explore the role of biography in the post-experience development of administrators. To this end the thesis uses a case study approach to examine the use of biography in the Administrative Staff Colleges of Britain and Australia, the case material then forming a methodological springboard for a prospective study of alternative approaches.

The use of biography toward educational ends has its roots in classical antiquity, but its evolution has been strongly influenced by the fluctuating status of the individual in social thought and science, and it was perhaps not entirely coincidental that biography appeared in its first major institutional setting at a time when the individual was experiencing something of a revival as an object of legitimate concern.

In this pioneering use of biography, the Administrative Staff College at Henley-on-Thames adopted the generalized study of past lives as a catalyst in the process of administrative socialization, an approach which was later replicated in its Australian counterpart at Mount Eliza. From their inception in 1948 and 1957 respectively, both Colleges maintained this generalized approach rather than adapting to their biographies any of the previous or subsequent developments in applied biography. This was atypical of the Colleges which were generally responsive not only to changing priorities in the development of administrators but also to pedagogical innovations. Accordingly, the extent to which their biographies meshed with the

overall pattern of their programmes progressively diminished: at Henley the biographies gradually became absorbed in an attenuated form within other elements of the course; at Mount Eliza they ultimately succumbed to the effects of that College's response to changing administrative needs.

The case studies not only reveal the need for a theoretical underpinning and for an approach which is sufficiently flexible to meet changing needs, but also highlight the opportunities presented by biography as a means to programme integration and in facilitating the organization of experience which gives an overall clarity to life as an administrator.

In developing alternative approaches to the use of biography in the post-experience development of administrators, the thesis draws upon both the case material and the literature of a number of disciplines. From generating a set of prescriptive criteria to serve as a paradigm for this application of biography, the thesis turns to an exploration of the first of the alternative approaches, using administrative style as a conceptual base. After mapping the various perspectives on style, the thesis develops guidelines for, and an illustration of, the application of the concept. The second of the alternative approaches is an amalgam of the intuitive method of personalistic psychology with an analytical framework. The thesis discusses the theoretical underpinning of this approach and illustrates how it may be applied.

The overall conclusion drawn by the thesis is that biography not only can but should play an integral role in the post-experience development of administrators. To paraphrase Lasswell: *administration without biography is a form of taxidermy.*

PREFACE

The significance of the work underlying this thesis lies in documenting the use of biography in the Administrative Staff Colleges of Britain and Australia, and in creating an effective role for biography in post-experience programmes aimed at the development of administrators.

In documenting the Henley and Mount Eliza biographies, the thesis provides case material on an aspect of the Administrative Staff Colleges' programmes which is not otherwise available. The only published source on the Henley biographies is Humphrey Lloyd's monograph *Biography in Management Studies* (London, Hutchinson, 1964) which is a descriptive account of the biographies at Henley over the period 1948 - 1962. The thesis adopts a more analytical perspective on these early years of the Henley biographies than does Lloyd's work, and goes beyond Lloyd in exploring the crucial series of changes which have occurred since 1962.

On the biographies in the Australian College there is no material apart from a few isolated reports circulated within the College itself, and the thesis accordingly offers the first documented account of the way in which the Henley biography programme was translated into practice at Mount Eliza.

The thesis may also be seen as adding to the more general literature on the Administrative Staff Colleges which itself is rather limited, being confined to a small number of monographs and a few sporadic articles in the periodical literature.

In the second area - that of creating an effective role for biography - the thesis has some significance in demonstrating the manner in which post-experience programmes aimed at the development of administrators can be augmented by biographical approaches which offer the psychological advantage of intrinsic interest in the "specific example" of the administrator in action, as against statements of general principle, and the analytical advantage of sharpness and meaning given by actual administrative situations - an escape from the sterility and aridity of pursuing study unrelated to a world of flesh-and-blood people.

Consistent with the intention of documenting the use of biography at Henley and Mount Eliza, a selection of the material gleaned from the field research is included in the separate volume of Appendices. This material provides support and justification for the case studies, and may conceivably provide points-of-departure for other research in the area. Also included in the volume of Appendices are lengthy items relating to one of the alternative approaches to biography.

INTRODUCTION

INTRODUCTION

THE CONTEXT OF THE STUDY

OBJECTIVES

RESEARCH DESIGN AND METHODOLOGY

1. Background Preparation
2. Field Activities
3. Identification and Interpretation of Themes
4. Evaluation of Themes against Evidence
5. Development of a Pattern of Themes
6. Research Strategies in Part II

LIMITATIONS

THE CONTEXT OF THE STUDY

The educational use of biography has its roots in the use of example in classical antiquity, and more particularly in the work of that supreme figure of ancient biography, Plutarch. In a famous passage in his life of Timoleon, Plutarch admits that:

It was for the sake of others that I first commenced writing biographies, but I find ... these great men serving me as a sort of looking-glass in which I may see how to adjust ... my own life.

Plutarch's ultimate goal was always *understanding*, and he realized that this could be achieved only by sympathy and insight (Garraty, 1958:51). His method was to describe his subjects in action, letting their characters be deduced from their actions.

A quantum leap takes us forward to the mediaeval political writers who sought to catalogue in their "mirrors for princes" the virtues of the ideal ruler and the principles which should guide his conduct. For all his radicalism, Machiavelli was merely examining a traditional subject from a novel standpoint.

Amidst the major transformations of social thought which had begun in the 17th and 18th Centuries, and in particular the incipient rise of democratic organization, Carlyle's defence of the "Great Man" thesis voiced a lonely protest, although there remained some advocacy - sympathetic with Plutarch - of *modelling* behaviour on "Great Men". The growing body of systematic social science left less and less room for explicit attention to the *individual*, particularly as under the influence of Smithian and Malthusian theories an assumption has grown that individual action should not (or could not)

affect the workings of impersonal laws. These changes meant, of course, that biography - never a particularly strong contender for a major educational role - was virtually relegated to supporting parts.

Even in those fields, such as politics, where biography continued to hold an educational place, succeeding generations saw marked changes in emphasis:

- The *Zeitgeist* of the situationists was antithetical to the "Great Man" thesis and the educational value of biography accordingly became centred on seeing leaders as the products of their times.
- The influence of Parsonian thought can be discerned in some of the biographies written with educational ends at least partially in mind: in Lane's (1944) work on Andrea Barbarigo, for example, Lane states that his interest lay in the individual as a means of interpreting business institutions of Barbarigo's time (the 15th Century), but goes on to maintain (with Parsons) that "some qualities of basic similarity between one man and another must be assumed, and illustrations of these qualities must be sought if biographical study is to be useful."
- As an extension of this theme, it is possible to identify in works as early as the 1920s and 1930s separate "elitist" and "mass" approaches to *collective biography* (as the modern historians call it), *multiple career-path analysis* (as the social scientists call it), or *prosopography* (as the ancient historians call it), the motivation in both approaches being variations on a theme of identification of *patterns* through generalization.

The 1950s witnessed a re-emergence of the *individual* as an object of legitimate study, influenced by developments in psychoanalysis, personalistic psychology, and Gestalt psychology. Typical of this era is Cochran's 1953 work which was significantly sub-titled *The Business Mind in Action*, and which had its origins in an historical and educational interest in the entrepreneur.

Nowhere is this re-emergence of the individual more evident than in the extraordinarily diverse array of literature subsumed under the very general rubric "personality and politics". However whilst *individual* case studies have burgeoned, there remain strong residual linkages with both *typological* studies and *aggregative* analysis of the sort evidenced in the historical development of this field, typified in the work of Warner, Van Riper, Martin, and Collins (1963). Edinger (1964) is nonetheless representative of the proponents of the study of the individual¹, in that he considers that biographies are needed to:

...allow us to understand not only what our chief actor did or does, but why.

(Edinger, 1964:675)

The publication in 1960 of Dale's *The Great Organizers* was an event which, it is contended, has not received attention commensurate with its value. Although Dale deals primarily with situations in which there was a need to replace "genius management" by some sort of systematic organization, his basic thesis is that *any* manager should "examine the work of those who have achieved the best results - 'best', that is in the light of the ends in view - and adapt it to his own needs" to the extent that the situations are comparable (Dale, 1960:vi).

1 Although it must be noted that Edinger is, at the same time, an advocate of typological studies.

In an Australian context, Davies' papers on "The Concept of Administrative Style" (1967) and "The Tasks of Biography" (1972a) have made notable contributions *inter alia* to the literature of applied biography. "The Concept of Administrative Style" takes up Lasswell's hint of a half-century ago that "... the intensive study of the individual has the most to offer in relation to ... practices as distinguished from ... views" (Lasswell, 1930: 234). "The Tasks of Biography" exhumes Dollard's *Criteria for the Life History* (1935) as "... the most vital exploration of the interface of biography and social science", and supplements Dollard's criteria with Davies' own: "outlook" and "style of work" being particularly notable. Following Davies, Holmes' paper "Administrative Style and Sir John Monash" (1970) affords a valuable example of what is possible in the way of an analytical approach to biography which itself (in the present Author's experience) can form a useful adjunct to the teaching of administrative theory.

OBJECTIVES

The "Context of the Study" provides an indication of the ways in which the history of the educational use of biography has been strongly influenced by the fluctuating status of the individual in social thought and science. From the standpoint of those involved in *administrative* education, such fluctuations are only part of wider-ranging variations in the levels of *available knowledge* relevant to administration. These wider variations themselves take place against the constantly changing patterns of *administrative needs* (determined in part by the changing institutional character of organizations and in part by changes in the external environment), and the educational responsiveness to those needs.

The central concern of this thesis is to explore the nature of the contribution which the study of biography¹ can make to the development of administrators in the context of these interacting forces - availability of knowledge, changing administrative needs, and educational responsiveness. To this end, the thesis will first present the case studies of the use of biography in two of the Administrative Staff Colleges. These case studies will be cast in their institutional context, and concern the Administrative Staff College at Henley-on-Thames which, in its initial session in 1948,

1 Biography is construed here as encompassing both biographies and autobiographies of administrators in industry, commerce and government, together with those of leaders in the armed services, politics, and trade unionism.

pioneered the institutional approach to the use of biography in the development of administrators, an approach which was replicated *mutatis mutandis*, when the Australian Administrative Staff College commenced its courses at Mount Eliza in 1957. The case study orientations to the Henley and Mount Eliza biographies will be complementary in order to afford a comprehensive basis from which to develop a pattern of themes.

The case studies will form a methodological springboard for a broader synthesis of approaches to the use of biography in the development of administrators, with a set of criteria for the role of biography leading into the presentation of two alternative approaches to biography in this application.

The basic framework of the logic of this thesis is summarized in the following propositions:

1. The emergence of the Administrative Staff Colleges of Britain and Australia as developmental communities was predicated by the evolving need to bridge the role discontinuity between functional and general management.
2. In these developmental communities, biography was cast in an integral though supporting role in the overall pattern of administrative socialization through heuristic methods.
3. The approach adopted to biography in these Colleges reflected the lack of an integrated, consistent theory underpinning the educational use of biography, reducing the potency of the biographical approach in the developmental experience.

4. The approach to biography in these Colleges has not been sufficiently adaptable to maintain its place in the overall pattern of developmental experiences as this has changed in response to changes in the priorities of management development.
5. The realization of the potential of biography in the development of administrators requires a vehicle which, in reconciling the ways in which the various developmental approaches address and serve the administrator, facilitates a shift toward a more effective and flexible context for biography.

RESEARCH DESIGN AND METHODOLOGY

As indicated in the Objectives, there was an early commitment to a case approach to the studies of the Henley and Mount Eliza biographies, however the detailed design of the case research and the choice of methodology was dictated largely by the logic inherent in the propositions already stated. The main components of the design and methodology are outlined below.

1. Background Preparation

The necessary *familiarization with the subject area* was provided by preliminary contacts with the Principals and senior staff of the Administrative Staff Colleges, coupled with extensive bibliographical research which also formed the basis for the writer's *theoretical preparation* and for the concomitant *design of the empirical research*. The research design itself was influenced by four principal factors:

- (a) The basic commitment to the case study approach which is one which bears upon particular cases and generalizes only from an intimate understanding of those cases. Given the ends in view, such an approach is more appropriate than a systematic endeavour that seeks immediately to establish a body of laws and thus give the appearance of being more rigorous. The case studies here correspond, in fact, to the indispensable *exploratory* phase in the development of knowledge. At this stage in the development of biography as an educational tool, the most important concern is to elaborate the problem by building a detailed framework for *understanding*.

- (b) The approaches taken by earlier researchers in their investigations into areas which presented problems somewhat similar to those confronting the present study. The intellectual debt here is primarily to Warner and his colleagues (1941, 1942, 1945, 1947 - the "Yankee City Series"), Dalton (1959, 1964), Gusfield (1960), Erikson (1964), and Crozier (1964).
- (c) The underlying intention of using evidence to build up a many-sided, complex picture of the Henley and Mount Eliza biographies. This could be accomplished only by using collateral evidence, with various *types* of evidence providing complementary data on the biographies. Allied with this was the decision to accommodate within the essentially idiographic case approach some elements of nomothetic analysis in an effort to overcome the weaknesses in the case method, following the ideas advanced by Allport (1942) and Galtung (1969).
- (d) The need to maintain sufficient flexibility to allow for developments in the course of the fieldwork, as too rigid a design would tie the research down and inhibit the changes in concepts that characterize case study explorations. As suggested by Towl (1954), the decision to base a research project on cases carries with it an obligation to adhere to the inductive method, and not to gather material primarily with a view to demonstrating the validity of preconceived ideas.

The basic framework for the case research is depicted in Figure i-1:

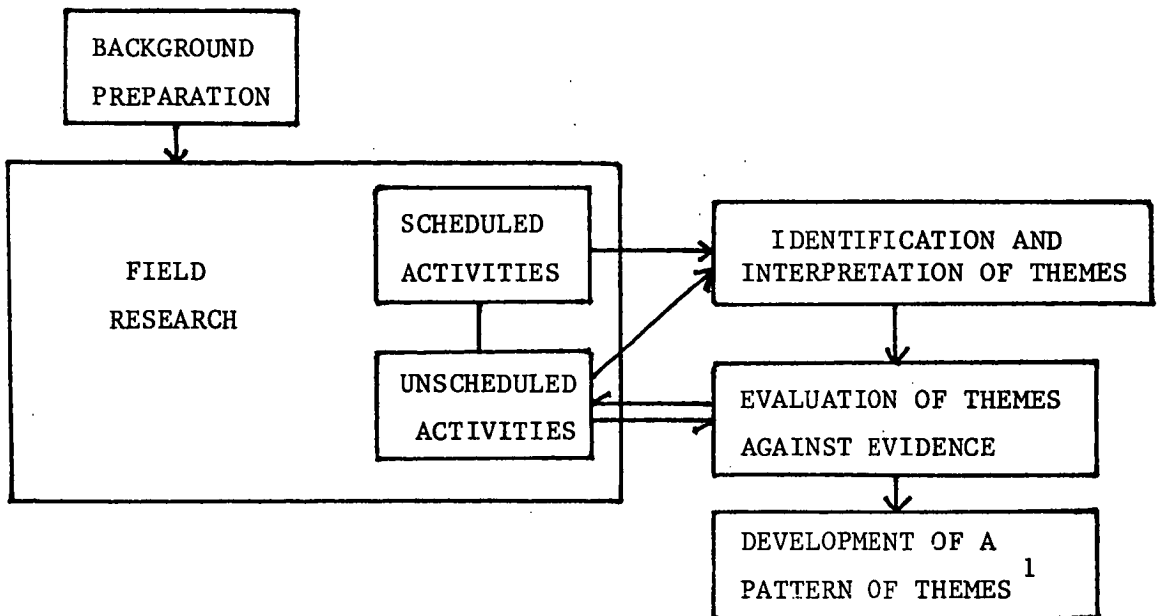


FIGURE i.1
CASE RESEARCH FRAMEWORK

As the field research produced a steady stream of information, so the process of identifying and interpreting themes would commence, such themes being evaluated against the evidence as they emerged. The need to have various types of evidence converging on the same theme made it imperative that these processes be continuously in operation together. The methodology employed in each of the later processes is outlined in the sections which follow.

¹ As the output of Part I of the research, the pattern of themes provided the initial input for Part II. The research strategies employed in Part II are outlined in Item 6 below.

2. Field Activities

2.1 *Scheduled Activities*

In relation to Henley, the activities which were immediately envisaged in the research plan consisted of a brief *open-ended* questionnaire seeking information on the extent to which the Henley biographies programme has changed since Lloyd's account, and in particular:

- the nature of such changes,
- their chronology,
- the rationales for the changes, and
- concomitant changes in the overall curriculum of the College.

This was coupled with a request for copies of current papers relating to the biographies and forming part of the course of studies material, and for copies of any reports in which the biographies were evaluated.

The initial questionnaire was intended to elicit information which would provide a means of focussing on key areas which it was anticipated would need to be explored in greater detail through follow-up inquiries and requests for additional documentation.

As has been indicated, the case studies of the British and Australian Colleges are deliberately intended to provide complementary perspectives on the use of biography in administrative education, and this, coupled with the different problems posed by their relative distances from the writer, accordingly imposed somewhat different requirements in terms of research activities. An invitation to visit Mount Eliza arose during preliminary contacts with the Principal and

senior staff, and this made possible the scheduling of the following activities:

Introductory interviews with the Principal and the Director of Studies which were intended to provide a bridge from the preliminary contacts, to co-ordinate the various elements of the research schedule, and to lay the foundations for some degree of socialization into the College community (see *infra*). Indirectly, these interviews also gave an *imprimatur* to the main body of the field work.

Archival research was initially directed toward a review of the Sessional Papers¹, aimed at gathering comprehensive data on the objectives, content, and methodology of the biographies programme from its inception to its demise, coupled with the identification - as with Henley - of *what* changes occurred in the programme, *when* they occurred, and *why*. Collateral evidence was sought from an examination of the reports prepared by syndicates on the biographical subject over a period prior to, and following changes in the programme, the intention being to discern any significant changes in the style or nature of the reports - the most immediate, tangible evidence of the output of the programme. It was recognized, however, that such reports are imperfect mirrors of the effects of the biographies on *individual* Members, and alternative strategies were accordingly planned. Interviews with informants offered one obvious line of inquiry (see *infra*), but with the knowledge that

1 Directing Staff Notes, Members' Briefing papers, Bibliographies, and Schedules for Sessions 1 (1957) to 69 (1980).

guest commentators were customarily invited to evaluate the formal Presentation of Reports, plans were also laid to examine such written records of such evaluations as might be available, particularly where there was some degree of continuity in commentators. As a further check on any trends in syndicates' approaches to the biographies which might not otherwise be apparent, a separate sampling of reports was scheduled, using Session 1 as a benchmark. Thereafter, after allowing a period for stabilization of the biographies programme and the curriculum generally, the reports for Sessions 7, 8, and 9 were scheduled for review, followed by further brackets of three sequential Sessions at intervals of twelve Sessions.

Interviews with informants formed part of the pattern of sources of collateral evidence, the main informants being the Principal, Members of the current Directing Staff, past Directing Staff who had had close association with the biographies, and the Librarian. In planning the interviews it was decided to employ a combination of *structured* and relatively *unstructured* approaches on the grounds that some degree of structuring was necessary in order to achieve comparability on key issues, whilst unstructured aspects were more suited to the exploratory facets where the lines of investigation were not clearly defined and which involved potentially sensitive areas in which questioning would require adaptation.

2.2 *Unscheduled Activities*

The Henley study, of its nature, occasioned little by way of activities which, at least in principle, were not originally contemplated. As previously indicated, the study of the Henley biographies was in some respects to be an up-dating of Humphrey Lloyd's work, which itself was to serve as a point-of-reference for the present study, and it was initially assumed that it would be unnecessary to go beyond Lloyd's account with respect to the period covered by his work. However inasmuch as the case study of the Henley biographies was intended to complement that of the biographies at Mount Eliza (which were derivative from Henley), it became necessary to supplement Lloyd's account with more detailed information on the content and methodology of the Henley biographies, and to resolve some apparent anomalies in Lloyd's material.

In the case of Mount Eliza, unscheduled activities fell into two broad classes: those which arose as consequences of the planned activities, and those socialization activities in which the writer found himself constantly engaged. The first class mainly consisted of those activities aimed at cross-validation (see *infra*), but also included following-up leads from, for example, archival material. The second class - socialization into the collegial community - allowed the writer to experience at first hand something of the climate and educational methods of the College as the erstwhile setting of the biographies.

3. Identification and Interpretation of Themes

As previously indicated, these processes were closely integrated with the field research, the information from which was continually reviewed in order to isolate recurrent themes which reappeared in various empirical and theoretical contexts. In interpreting these themes, the methodology called for a wide range of possible interpretations to be generated with respect to the meaning of themes in particular contexts and the overall case situations, as well as their relationships to administrative knowledge and changing needs. The whole process of identification, interpretation, and evaluation of the themes was highly reiterative as initial interpretations were found to be incorrectly - or, at best, imperfectly - drawn, and were then refined into plausible and consistent themes against the combined empirical and theoretical evidence.

4. Evaluation of Themes Against Evidence

The themes and interpretations were evaluated against the evidence emanating from the scheduled field activities, the unscheduled extensions of those activities, and from those activities directed at cross-validation. As indicated earlier, the design of the case research utilized several types of evidence with a view to cross-validating both *the evidence itself* and the *sources* of that evidence. Each of the main *types of evidence* was expected to have its own characteristic ambiguities, shortcomings, and distortions: field work justified this expectation and revealed that

in general, these characteristics did not coincide between the different types of evidence. Consequently, when the various types of evidence agreed on some point (e.g., informant statements, archival records, and reports all converged on the same theme), the result could be assumed to be relatively dependable.¹ In evaluating the various *sources of evidence* the objective was to discern any patterns of distortion in a source so that they could be taken into account in using later evidence from that source, a form of validation emphasised by Churchman (1957, 1963).

The primary value of cross-validation in what was essentially an exploratory study was to provide a series of checkpoints which served to indicate whether the exploration was moving in the right direction. This applied to the empirical work on both Colleges, to the theoretical material, and to the meshing of the empirical and theoretical.

1 Following some of the earlier, analogous research reliability and validity as used in survey research were considered to be irrelevant. Reliability implies the ideal of an impersonal, automatic investigator, whereas in case studies the personality of the researcher and his relations with the people under study are an essential source of understanding. Validity - in its various survey useages - is concerned with the relationship between tests and some real quality: such isolated data are almost meaningless in case studies because they have no context.

5. Development of a Pattern of Themes

In the sense that plausible alternative interpretations could be potentially developed using the same evidence, any particular interpretation of a theme would be questionable unless a larger *pattern of themes* were developed based upon a greater variety of evidence. It was reasoned that such a pattern would not be so readily questionable, as the larger and more complex the pattern produced, the more difficult it would become to conceive an alternative which would be capable of embracing all the same themes. The research design called for the patterns to be finalized when the point was reached at which there appeared to be no tenable alternative.

These patterns were based upon the *functional relationships* between themes, and were developed - segment by segment - as partial interpretations of those themes. As with the themes themselves, the relationships were based upon the available evidence, and accordingly had to be recognized as being subject to the shortcomings of the relevant sources and had to be evaluated against different types of evidence in the same way as themes. In elaborating the pattern, a number of missing relationships were revealed which had to be sought in the information gathered in the course of the fieldwork and bibliographical research.

6. Research Strategies in Part II

The overall objectives of the thesis were such that the design of the research for this Part was largely contingent upon the findings from Part I. Within the overall objectives Part II was to be concerned with generating a set of *prescriptive criteria* with which biographical methods would need to comply in order to reconcile the different approaches to the development of administrators and simultaneously shift biography toward a more effective and flexible context. Using these criteria as a base, the intention was then to develop *alternative approaches* to using biography. The research strategies employed toward these two concerns are outlined below:

6.1 *Generation of Criteria*

It was necessary to extend the familiarization and theoretical preparation undertaken in respect of Part I, particularly in respect of social learning theory and management development, and to expand the theoretical dimension to encompass bibliographical research into:

- the specialized literature on personal documents: the applications of the various forms of personal documents in sociology, psychology, anthropology, and history provided some useful analogies in evolving the criteria;
- the extensive literature of management development: this required some degree of screening by accessing both Australian and overseas databases through appropriately designed search strategies.

- the wider literatures of biography and education: these two fields were juxtaposed in the systematic review of the literature in order to draw out their common concerns; again, selected computerized databases were used in conjunction with traditional methods to establish the relevant cross-linkages.

6.2 *Alternative Approaches to Biography*

The establishment of the criteria focussed the research efforts closely on two possible alternatives, the first a derivative of the style approach advocated by Lasswell (1930) which had been taken up by a number of researchers in administration and politics, whilst the second was an adaptation of the personalistic psychology of Allport (1929) - more particularly of those themes in which an intellectual heritage may be traced to the works of Dilthey (1911).

Both of these alternatives were initially explored through bibliographic research: this led to the construction of the basic frameworks for each approach prior to pilot studies of their practical application. Other potential approaches were explored, however none of these conformed sufficiently with the criteria and were therefore discarded.

LIMITATIONS

1. Restricting the case studies to the Administrative Staff Colleges and the further narrowing of concern to the Henley and Mount Eliza Colleges has excluded the potential value of other types of institutions and other Staff Colleges which may use biography within their programmes. It is known, for example, that the various armed services staff colleges in Australia use biography as a tool to supplement other training, and that other overseas Staff Colleges do have biographical components in their courses. However it is considered that in confining the case studies to Henley and Mount Eliza, sufficient material has been gained on which to proceed with what is, after all, an exploratory study.

2. An extension of the above limitation, some authorities may consider that, with only two case studies, the treatment of each should be directly comparable. However the use instead of *complementary* case approaches obviated the need to duplicate inquiries except in what were identified as key areas, and to keep the length of each case study within reasonable bounds. Related to this was the way in which the problem of achieving full comparability was compounded by the remoteness of Henley; whilst it is considered that, if comparability had been essential, the selective use of different research methods could largely have overcome the difficulties imposed by distance.

3. Within the field work at Mount Eliza, the use of syndicate reports on their biographical study constitutes a limitation of evidence. Such reports are obviously an imperfect mirror of the wider impact of the biographies programme, however the techniques of cross-validation served at least to partially compensate for this imperfection, particularly in the instances where Commentators' views on the biographies were also available.

4. Again, the use of unstructured interviews meant that the results of interviews were not directly comparable, but it is considered that cross-validation techniques compensated for much of what would otherwise be a significant limitation.

5. Having maintained above that cross-validation compensated for some of the potential limitations inherent in the research, it must be stated that cross-validation techniques themselves cannot produce certainty but, as has been indicated previously, only varying degrees of plausibility. This, then, constitutes a limitation, but one which is compatible with the exploratory nature of the thesis.

PART I

THE CASE STUDIES

PART I - THE CASE STUDIES

- CHAPTER ONE: THE INSTITUTIONAL CONTEXT OF BIOGRAPHIES: THE ADMINISTRATIVE STAFF COLLEGES.
- CHAPTER TWO: THE BIOGRAPHIES AT THE ADMINISTRATIVE STAFF COLLEGE, HENLEY-ON-THAMES.
- CHAPTER THREE: THE BIOGRAPHIES AT THE AUSTRALIAN ADMINISTRATIVE STAFF COLLEGE, MOUNT ELIZA.
- CHAPTER FOUR: THEMES IN THE BIOGRAPHIES AT THE ADMINISTRATIVE STAFF COLLEGES: POINT AND COUNTERPOINT.

PREFACE TO PART I

Set against a background chapter on the Administrative Staff College concept which provides the institutional context, Part I examines the place of biography in the management development programmes of the Administrative Staff College at Henley-on-Thames and the Australian Administrative Staff College at Mount Eliza.

The intention is to furnish an overview of the Henley biographies in which key features are isolated in sufficient detail to permit them to be adequately explored. This overview (Chapter Two) will form the foundation upon which Chapter Three will build an examination of the biographies at Mount Eliza.

In depicting the enduring patterns and changing settings of the Henley biographies, Chapter Two is intended also to serve as an extension of Lloyd's 1964 work which describes the genesis and evolution of the biographies as far as Session 43 in 1962. There is no published work on the Henley biographies apart from Lloyd, and this chapter accordingly seeks to complete their documentation to date in a way that is compatible with the thesis as a whole: the Henley chapter is therefore somewhat more discursive than would otherwise be the case in such an overview.

Similarly, the biographies at Mount Eliza having not been previously documented, Chapter Three is intended to fill this gap in the literature by exploring the way in which the Henley model was adopted in the Australian College, coupled with an assessment of the

factors which led to the demise of the biographies in their Australian setting.

Part I concludes with the development of a pattern of themes inherent in the biographies at both Henley and Mount Eliza (Chapter Four), and offers as a postscript to these themes a critique of the content of, and general approach to the biographies as taken in the two Colleges.

CHAPTER ONE

THE INSTITUTIONAL CONTEXT OF THE BIOGRAPHIES: THE ADMINISTRATIVE STAFF COLLEGES

CHAPTER ONE

THE INSTITUTIONAL CONTEXT OF THE BIOGRAPHIES:
THE ADMINISTRATIVE STAFF COLLEGES

Amongst the major advances in the education and training of administrators which occurred in the 1940s and 1950s, the establishment of the Administrative Staff College in Britain stands out as a benchmark.

Following the announcement of plans for the creation of the College in July 1945, and its incorporation in October that year as a company limited by guarantee, the College's operations formed the nucleus of a significant movement in the pattern of development of administrators.

As indicated by Taylor (1968:1-3), the concept of the College derived from the nineteenth century military staff college, and was stimulated in part by the pressures of war. The concept was catalyzed by a small, elite group of governmental, industrial, ecclesiastical, and academic leaders who nevertheless shared a familiarity with the staff colleges of the armed services. The members of this group considered that a civilian analogue would have the capability of providing for a key but neglected facet of the development of administrators, that is, their development from technical competence in the functional areas of management to being capable of bearing the highest responsibility, and the extension of their practical experience rather than the enlargement of the specific fields of their knowledge in the academic sense. This facet of the development of administrators was concisely elaborated by Hetherington (1945):

A new stage and a new problem emerge at a later date. A time comes in 8, 10 or 15 years when, having learned and practised his calling, a man does well to cease a little from action and to think about what he is doing and why and how he is doing it. This is apt to be the most fruitful educational phase of all. The best thinking springs from practice, but a man who by thinking has more thoroughly possessed himself of what he is and does, is ripe for greater responsibility.

This stage is that described by Wilson (1966) who, from a more general perspective, identified it as a *role discontinuity* - an abrupt change in the set of expectations of an individual by those with whom he interacts, as opposed to *role adaptation* of the sort typified in promotion, when this is formal recognition of the gradual accretion of greater responsibility. The particular role discontinuity relating to the Administrative Staff Colleges at both Henley and Mount Eliza¹ is that between functional management and general management or administration: at Henley, in the General Management Course, at Mount Eliza, in what is now the Advanced Management Programme.² To the extent to which experience in functional management leads to development of modes of behaviour, skills, habits of thought and action that are insufficient or inappropriate to fulfilling

-
- 1 Although originally mooted in a somewhat different guise, the Australian College was eventually modelled on the Henley pattern, incorporated early in 1955 as a non-profit making company, and commenced its first session in September 1957.
 - 2 Both Colleges carry out a wide range of other activities, however the discussion here relates solely to these senior-level courses, both of which have been constantly adapted in their detail to meet changing situations, although the underlying concept has been widely recognised, and remains essentially unchanged since the establishment of each College. This suggests that the courses are meeting a persistent need, and one that is common to administrators at this particular stage of development in both countries.

the expectations of a role in general management, there is a need for a developmental experience aimed at bridging the role discontinuity.

Following Wilson, Rapoport (1970) suggests that there are two main components to the necessary developmental experience. Firstly, there is *role disengagement*, essential because in any interacting set of individuals where a more-or-less stable role structure is established, there are some obvious and many subtle processes by which each individual is informed about specific current expectations, about how he currently stands, and by which sanctions and rewards are applied to engender conformity to the expectations. *Role disengagement* is the process of severing these links - links which are necessary to role maintenance but which are dysfunctional to change, a point stressed by Cowen (1980:3).

Secondly, there is the process of preparation for the new role - *role rehearsal* for general management. Rapoport terms this process the "cultivation of positive role-conceptions", and it involves not only the development of a conceptual framework appropriate to taking the new role effectively, but also to developing appropriate skills.

The way in which the relevant courses at Henley and Mount Eliza contribute to these two main processes is described below, and illustrated in Figure 1.1.

Role disengagement is brought about by the courses character as full-time residential programmes, in which participants live and work with others from many diverse organisations. Not only are participants relieved of *formal* interaction with their usual colleagues, superiors, and subordinates, but also of *informal* contacts at work and

socially, all of whom tend to react to him in terms of his functional management role. In addition, the length of both programmes usually requires that provision be made for the redistribution of the work normally performed by each participant, a process which contributes to role disengagement.

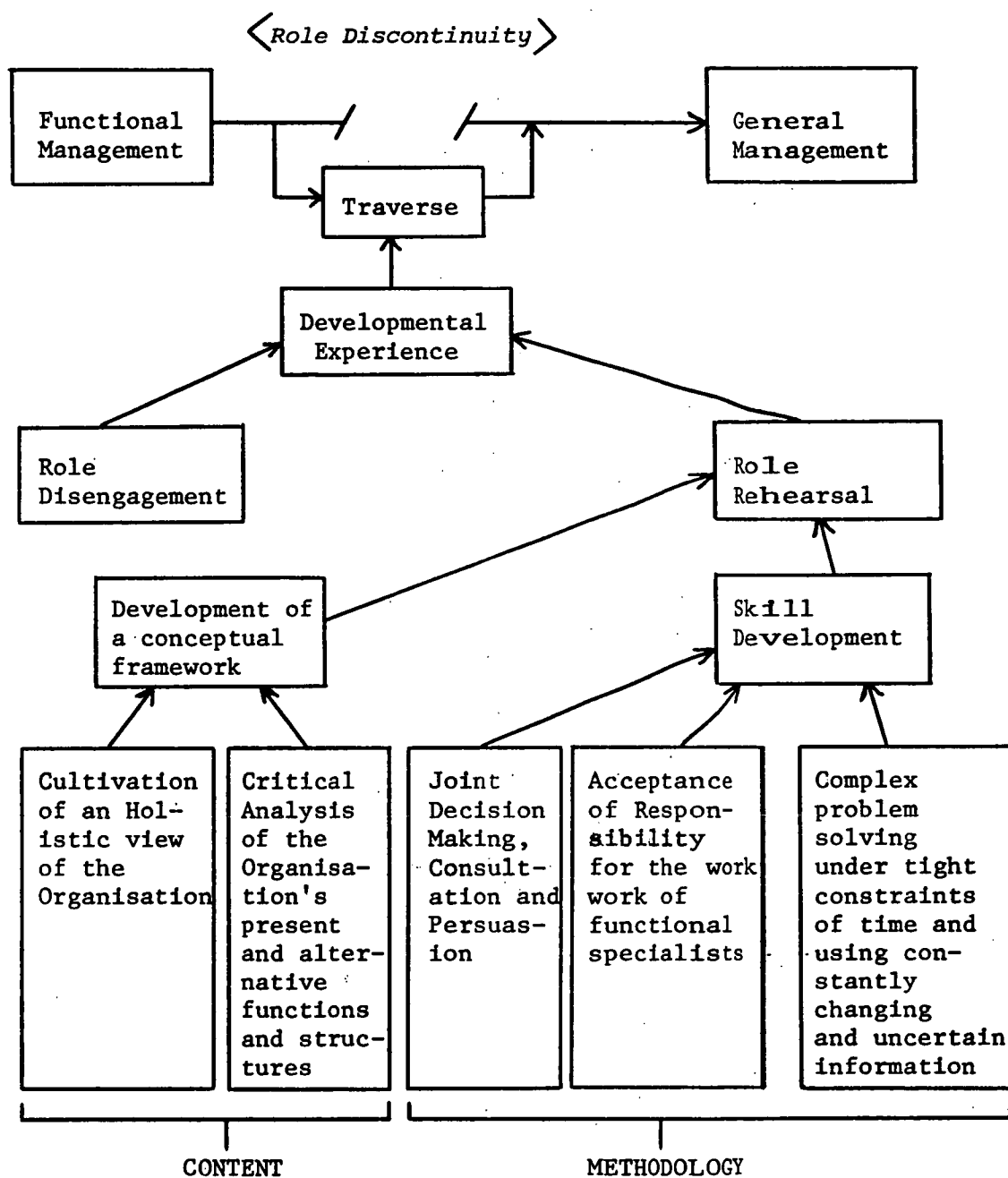


FIGURE 1.1

RELATIONSHIPS AMONGST THE VARIOUS COMPONENTS OF THE DEVELOPMENTAL EXPERIENCE IN THE ADMINISTRATIVE STAFF COLLEGES.

Role rehearsal on the other hand - the cultivation of positive role-conceptions together with concomitant skills, stems from the course content and methodology. The general management role contemplated by both Henley and Mount Eliza is concerned with the making of effective policy in the light of the factors which affect the organization as a whole, and with integrating the work of functional specialists. From this, it is possible to infer both the characteristics of the necessary conceptual framework and the skills appropriate to the role. The conceptual framework must enable the nascent general manager to adopt an holistic view of the organization - to think of it as a total entity in relation to the major pressures on it from its environment, and about its present and alternative internal organisation and procedures.¹ In similar vein, general management is likely to involve a high degree of joint decision making, consultation, persuasion, and assuming responsibility for the work of functional specialists with different skills, attitudes, and backgrounds. It is also likely to involve dealing with complex problems under tight constraints of time, using constantly changing and uncertain information.

In both Colleges, the *syndicate* is a key instrument in the delivery of content and the development of skills.² One of the major controls that the Directing Staff of the Colleges exert on their courses is through determining the composition of the syndicates which

1 Outlines of course content are incorporated within the respective discussions of the Henley and Mount Eliza biographies.

2 The *syndicate*, whilst central to the Colleges' *modus operandi*, is complemented by other activities, including guest lectures; extra mural visits, seminars, and a variety of optional studies.

form the main working units. To accommodate content and skill development, the syndicates are mixed in terms of both type of organization with which participants are affiliated and also the functional specialization in which they are experienced. In selecting participants,¹ the Directing Staff therefore maintain a balance between industrial, commercial, and financial organizations, governmental departments, statutory authorities, trade unions, and overseas organizations. The aim is to produce a "course in microcosm" within each syndicate (Dimock, 1956:170, Parker, 1976:3). A member of the Directing Staff is attached to each syndicate, but the syndicate members largely organize themselves to work through the course content; the chairmanship is rotated within the syndicate, with the Directing Staff advising and playing an important part in preparing and making available information relevant to the content topics. Frequently, work on topics culminates in plenary sessions in which the syndicate chairmen *pro tem* present their syndicate conclusions for general discussion. Syndicates are redistributed for some topics - facilitating interaction with a wider range of participants.

Role disengagement and *role rehearsal* are the cardinal elements in Rapoport's conception of the *developmental community*, which is exemplified by the Administrative Staff Colleges. Rapoport describes the development community as:

1 In College parlance, "Members".

... an organization that has as its primary goal the development of its members, and that has as its primary method for achieving this goal the operation of a community ... in which there is a group of transient members and a permanent staff group who continually reassemble new members for a community learning experience.

(1970:60-61)

Rapoport maintains that the essential point about the community character of such institutions stems from their sense of *interdependence*, an interdependence which:

... is created by the removal of the members from their usual set of role-relationships (both occupational and familial) and placing them for a considerable period of time in a residential situation which becomes salient for them personally and in which they become intensely involved.

(1970:61)

This sense of interdependence is at once complicated and reinforced by the different patterns of career development distinguished by Rapoport amongst the managers attending Henley (1970: Part 3)¹. Three major types of pattern were identified by Rapoport: *metamorphs*, *incrementalists*, and *tangentialists*. *Metamorphs'* careers progress in large, rather discontinuous steps which often - although not necessarily - entail a change in organization. As the term implies, *incrementalists* progress by more continuous steps, following more firmly established career routes within organisations. *Tangentialists* tend to occupy jobs that involve much contact outside

1 The significance of differential career patterns in the work of the Australian Administrative Staff College has been ably stressed by Ryan (1976:5-7): although Ryan uses a different terminology, he makes the same basic distinctions as made by Rapoport.

the organization, and their careers develop as they move to other organizations through their contacts, or as their area of concern becomes more central to the organizations in which they are already located.

In that these different career patterns add a further dimension to the Colleges, particularly when viewed as developmental communities, the membership "mix" is enhanced, however their presence also generates pressures for change. As Rapoport notes (1970:221), there is paradoxically a pressure toward greater structure and didactic input at the same time as the reverse pressures are supporting the heuristic character of the courses in as much as these focus on influencing personal values and motives; Stewart (1976:1) draws attention to this same pressure in the context of Mount Eliza.

The incremental pattern develops principally by accumulative gains - for whatever combination of personal and environmental reasons.

They either accept the basic structure within which they are functioning and see the way toward advancement within it by simply accumulating competences, or they are so limited in the competences at the start that what they want at this stage of their development is to accumulate skills.

(Rapoport, 1970:221)

The metamorphic pattern, on the other hand, needs to engage in a more active process of learning, one that involves the give and take of criticism, the reconceptualization of themselves and of their relationships with others, and the reformulation of many of their ideas and ideals, whether these are personal in nature or work-related -

as in stereotyping other organizations. Rapoport suggests that, for this kind of transformation, an environment is required in which criticisms and conflicts can be resolved creatively rather than pursued destructively.

This means the building up of trust, a protected environment where sanctions and reprisals of a lasting or irreversible type will not occur and where reconstruction can take place. In biological metaphor ... an environment in which both catabolism and anabolism can occur.

(1970:221)

As developmental communities, the Colleges accordingly fulfill quite different functions for their different membership patterns: the incremental type of development pattern is served by the provision of information which, through accumulation,¹ assists individuals to grow within their organizations; the metamorphic pattern, by catalysing the transformations² typical of this pattern; the tangential pattern, by a combination of the other two approaches but with an emphasis on transformation. These differential functions are depicted in Figure 1.2.

The shifting balance of accumulation and transformation which is displayed in the developmental communities takes the Administrative Staff College out of the two-dimensional scheme suggested by Rapoport

1 Accumulation - the addition of elements to a system already functioning in a stable state, without changing the structural properties of the system.

2 Transformation - the process of change in the structural properties of the system itself, ranging from the separation of part of the original system to form a new system ("fission", in Rapoport's terminology) through to the reorganization of the internal elements of the system without significant change in the properties of the elements themselves.

(1970:61-63). Rapoport endeavours to differentiate the Administrative Staff College from other "management training institutions" according to the relative emphasis which is placed upon *formal, didactic input* and *influence on personal values and motives through heuristic methods*, and subsequently (1970:220) correlates these dimensions with, respectively, *accumulation* and *transformation*. In that the various patterns of career development require differential emphases on accumulation and transformation processes, the Colleges' programmes more closely resemble a flux in a force-field than an intermediate point in a two-dimensional framework. Viewing the Colleges from this perspective more clearly reflects the ways in which they adapt to change generally, a feature which will be highlighted in the discussion of both Colleges in the next two chapters, the accommodation of these divergent patterns - in terms of both differences in requirements and variations in response - representing a key aspect of the history of the biographies in each College.

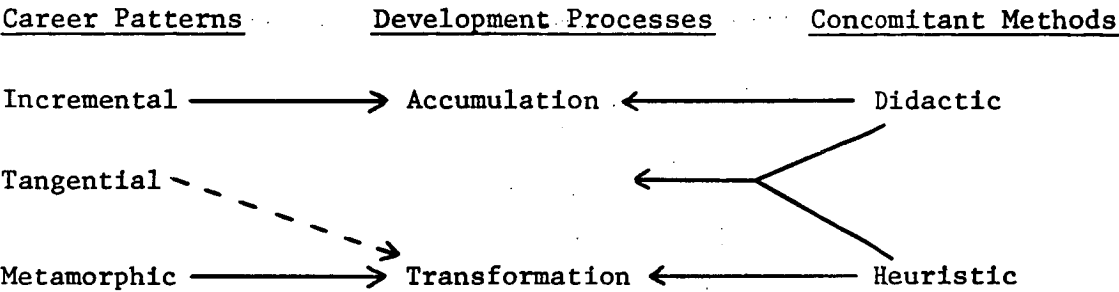


FIGURE 1.2

CORRELATION OF CAREER PATTERNS, DEVELOPMENT PROCESSES, AND
METHODOLOGIES IN THE ADMINISTRATIVE STAFF COLLEGES

By way of summarizing this discussion of the work of the Administrative Staff Colleges - the institutional context of the biographies - Figure 1.3 depicts the principal elements in the developmental community model by linking the two previous figures (Figures 1.1 and 1.2). An additional note should be made in conclusion: the benefits of the *Henley General Management Course* and the *Mount Eliza Advanced Management Programme* - as perceived by nominators and participants - are broadly consistent with the interpretation of the Colleges as developmental communities. Nominators tend to use phrases such as "stretched", "broadened", and "taken the blinkers off" to describe the effects of their staff attending the Colleges. The participants themselves value the interactive experiences in syndicates, indicating that these are particularly useful in reducing the extent to which they take stereotyped views of other organizations, allowing them to consider their own organization more objectively, and increasing their self-esteem. (Cherrington, P., 1983:2; Burns, 1984). In sum, the developmental communities of both the Henley and Mount Eliza Colleges aspire to a balancing of qualities, their concern being with individual and personal responsibility within an organizational and social context.

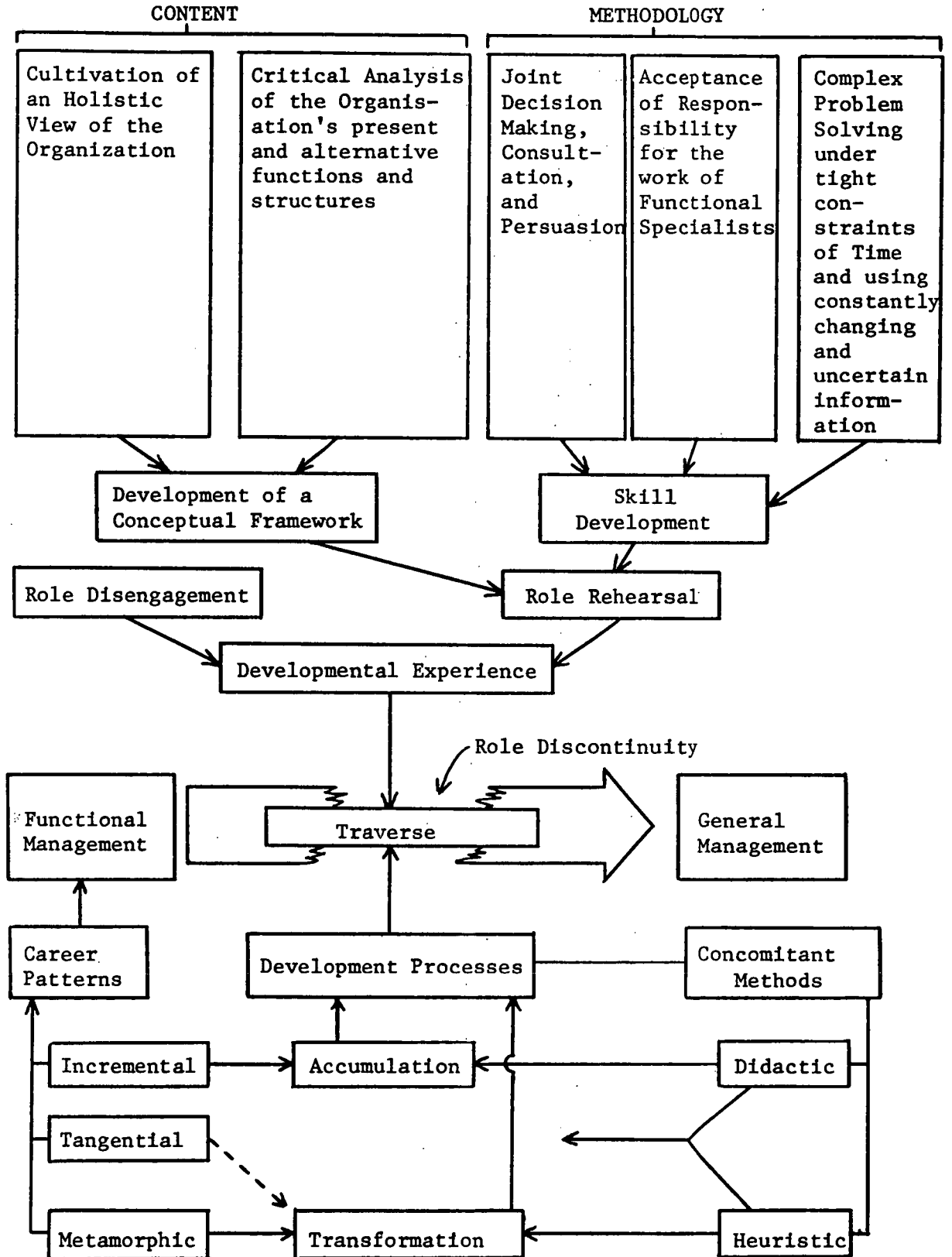


FIGURE 1.3

PRINCIPAL ELEMENTS IN THE DEVELOPMENTAL COMMUNITY MODEL.

CHAPTER TWO

THE BIOGRAPHIES AT THE ADMINISTRATIVE STAFF COLLEGE HENLEY-ON-THAMES

CHAPTER TWO

THE BIOGRAPHIES AT THE ADMINISTRATIVE STAFF COLLEGE,
HENLEY-ON-THAMES

The Administrative Staff College at Henley-on-Thames was the setting for the first major institutional use of biography in administrative education. This chapter opens with an examination of the general and specific *objectives* of the Henley biographies during the period of their genesis (1946 - 1955), their evolution (1956 - 1965), and their devolution from 1965 to the present, this latter period being marked by significant programme developments which resulted in the biographies being gradually merged into other elements of the course of studies.

The objectives are then considered as one of the criteria for selection of *content*, changes over time being indicated in a set of inventories of biographical subjects which include data on the frequency with which subjects have been chosen for study. The *rationales* for the various modifications in content are discussed as a counterpoint to the programme developments.

The chapter concludes with an examination of the ways in which the objectives and content of the biographies have been translated into *methodologies*. Activity sequences which typify the biographies at each stage of programme development are presented and discussed, with key elements in each sequence being highlighted.

OBJECTIVES

GENESIS

The biographies at Henley originated as a response to the need for a method of integrating the diverse programme of the College.¹

As has been indicated, the design of the programme in 1946 had resulted in a widespread set of components:

- a resource approach to the management of organisations,
- internal and external environments,
- governmental and private sector organizations and their interrelationships,
- functional and general management,
- the complex responsibilities of top management: drawing in a web of ethical issues.

Figure 2.1 outlines the overall structure of the course as it stood for Session 1 in 1948.

¹ The programme concerned is that which is now entitled the "General Management Course".

PART I COMPARATIVE ADMINISTRATIVE STRUCTURES

PART II INTERNAL ORGANIZATION AND ADMINISTRATION

- * Management of Individuals
- * Organization of Group Activities
- * Accountability of Management
- * Assessment of Achievement

PART III EXTERNAL RELATIONS

- * Commercial Relationships
 - Suppliers
 - Trade Organizations
 - Consumers and Customers
 - Distribution Agencies
 - Public Relations
 - Sources of Finance
- * Organized Labour
- * Central Government
- * Local Authorities

PART IV MAINTAINING VITALITY

- * Finance and Accounts
- * Personnel Management
- * Research, Development, and Production
- * Purchasing and Selling
- * General Managers and Secretaries

PART V ADAPTATION TO CHANGE

- * Impact of Increased Cost of Primary Power on Selected Industries
- * Labour Conditions at Home and Abroad
- * Factors Affecting Supply of Natural Produce
- * Factors Affecting Supply of Other Raw Materials
- * Research and Technology
- * Factors Influencing British Overseas Trade

PART VI ROLE OF THE DIRECTING AUTHORITY

BIOGRAPHIES

FIGURE 2.1

OUTLINE SYLLABUS: HENLEY, SESSION 1, 1948

Source: Administrative Staff College, 1948b:1.

As Lloyd (1964:15) suggests, the biographies were conceived as a contribution to the highlighting of the unity of all this - a lens through which to "get a clear glimpse of the ultimate responsibilities and how they are carried".

The intention was to provide an overarching element which would be "capable of directing minds to reflect on the nature of the tasks of those in positions of the highest responsibility; to have visions of the qualities that may contribute to the carrying of those responsibilities, of the shortcomings that may hinder it; and to speculate on the unanswered question whether there are indeed principles of leadership ..." (Lloyd, 1964:13).

The full effects of the biographies in this integrating role may not have been clearly perceived in 1946, and there is a suggestion that the biographies were, even then, seen in their alter ego as "case-studies of personality and management in high places" (Lloyd, 1964:15).

Most importantly, however, the biographies were appreciated as offering a medium through which members could focus upon models of outstanding administrators. From the perspective of Rapoport's conception of Henley as a *developmental community*, to which reference has already been made, the biographies may be seen as contributing to *role-rehearsal*:

... the provision of a new set of role-conceptions based on an analysis of those that the managers are likely to have to take on at work following the College experience...

(Rapoport, 1970:61)

The biographies contribute to this process by providing a means of developing a conceptual framework suitable for taking the new role effectively. The study of biography offers a vicarious method of enabling the general manager to think of the organization as a whole in relation to the major pressures on it from its environment. This stance derives some support from the work of Morris and Burgoyne (1973), in both their discussion of Rapoport's interpretation and their own conception of *development dramas*.

The design of the biographies component at Henley was influenced by the overall methodology of the College - members were seen as working on the biographies in the syndicate format which characterized the bulk of the proposed course. From their syndicate work, it was envisaged that members should achieve some collective views both on their subject's career and character. As Lloyd (1964:17) suggests:

Career plus character would bring out what the exercise was for.

This approach is epitomized in the *brief* for the biographies in Session 1 in 1948. The core of this *brief* read as follows:

- (a) a reasoned statement of the syndicate's estimate of the character of the individual studied, particularly in relation to career;
- (b) a sufficiency of factual background to support the views given in (a).

(Administrative Staff College, 1948a:1)

This *brief* was used for both biography exercises - the design called for members in each session of twelve weeks to undertake two separate biographies, occupying the first five weeks and the last five weeks of each course.

Lloyd indicates (1964:17-18) that the weakness of this *brief* became apparent in the first few sessions. The *brief* offered syndicates sufficient latitude to produce what was virtually a "potted biography", which was contrary to the intent. The syndicate reports on their subjects in these early sessions apparently reflected the idea of "biography for biography's sake".

The intention was rather "biography with a purpose" - the purpose being to study the biographical subject as an *administrator* and to bridge forward in thought from the subject's time to the present in order that members were in a position to learn vicariously and heed any cautionary notes from their subject's experience.

In order to remedy the obvious defects in the *brief* and to bring the member's work on the biographies into line with the objective, the *brief* was progressively modified during 1949 - 1950 until the essential section read:

... some assessment of the career and character of the personality studied as seen in the circumstances of his own times and emphasizing any aspects, admirable or otherwise, which they consider significant to be noted by those who bear responsibility today.

(Lloyd, 1964:18)

EVOLUTION

This subsisted as the essence of the *brief* for each of the two biographies until 1956, by which time it had become apparent that the repetition of the biographies exercise was not fulfilling the designers' expectations. The intention in the last biographies was that they should be pitched at a higher level of thinking and comprehension than in members' first encounters with this component of the course. It had been considered that in the concluding weeks of the course, the repetition of the exercise would reflect the accumulating product and experience of the course overall, not only in integrating the diverse nature of the other components, but also in refining the work carried out in the initial biographies.

Despite some positive outcomes, the last biographies tended to be characterized by a sameness and lack of imagination where method was concerned (Lloyd, 1964:47). The nett result was that this exercise was not achieving the objectives laid down for it, even though some constructive modifications had been made in methodology.

From the decision to differentiate the two biographies more sharply stemmed an approach in which:

- the First Biographies would continue to use much the same *brief* as had been used up to 1956, whilst:
- the Second Biographies would be undertaken as comparative studies.

The ends of both biographies would remain identical, but the means to those ends constructively distinguished. At the level of the *brief*, however, there were necessarily changes for the Second

Biographies, with each syndicate initially being asked to consider:

- with respect to four characters selected from one of eight fields,¹
- the personal characteristics and circumstances which appear to make for achievement in that particular field of activity,
- whether different qualities appear to be needed in different fields of activity.

Experience demonstrated that, in requiring some differentiation amongst the demands made upon administrators in different fields and the consequential personal qualities necessary in each field, the *brief* was too broad. As Lloyd (1964:56) puts it:

... it involved a number of unproved assumptions and ... the 'fields of administration' used ... were too arbitrary and the samples too small for satisfactory conclusions to be reached. A philosophical enquiry of this nature was acknowledged to be unduly abstract.²

1 The eight areas of activity and the subjects within them will be detailed later under *Content* however for completeness sake the eight areas are noted here:

- I Inventor - Innovators
- II Industrial Developers
- III Industrial and Commercial
- IV Trade Union Leaders, to 1940
- V Social Pioneers
- VI Senior Civil Servants and Public Administrators
- VII Overseas Administrators
- VIII Naval and Military.

2 Lloyd goes on to say that such comparative speculations would be valuable in their own right, particularly if carried out in greater depth. He adds that even though *explicitly* excluded from the brief, such speculations were still within the *implicit* ambit of members.

In other respects, the objectives of the Second Biographies remained essentially unchanged over the nine years of the life of the Second Biographies, as may be seen from the "Intention" cited in the Chairman's Note for Session 53 in 1965 - the last Session in which the Second Biographies were used:

... study a particular field of activity in order to form a view from the lives of four individuals as to the personal characteristics and circumstances which seem to them to make for achievement in that field.

(Administrative Staff College, 1965a:1)

The overall structure of the Course immediately prior to the deletion of the Second Biographies is shown in Figure 2.2.

DEVOLUTION

In 1965, the demand for courses was so great that the College conducted four courses instead of three, shortening each course from twelve to nine weeks. The consequential pressures on content resulted in the elimination of the Second Biographies, and the relocation of the surviving First Biographies toward the end of the course in an endeavour to reap some of the benefits which had been originally envisaged in placing one of the biographies in the last five weeks (Cherrington, P., 1982:1). Although there were changes in method, the essential part of the brief remained intact, as can be seen from the following extract:

... to study a well-known personality, to assess his career and character, and to draw some lessons for today.

(Administrative Staff College, 1965b:1)

-
- PART I COMPARATIVE ADMINISTRATIVE STRUCTURES
- PART II INTERNAL ORGANIZATION AND ADMINISTRATION
- * Management and the Individual
 - * Organization and the Inter-relation of Departments
 - * Delegation, Control, and Accountability
 - * The Use of Figures in the Management of Operations
- PART III EXTERNAL RELATIONS
- * Industrial and Commercial Financing
 - * Organized Labour
 - * Central Government
 - * Local Government
- PART IV CONSTRUCTIVE ADMINISTRATION
- * Changes in Economic Conditions
 - * Technological Innovation
 - * Management Development
 - * Growth and Rationalization
- PART V THE DIRECTING AUTHORITY

Other studies which are integral parts of the Course were:

1. SPECIALIST SYNDICATES

Production	Sources of Finance
Research	Banking
Office Services	Financial Management
Accounting	Marketing
Personnel	Exporting
Public Service	Purchasing
 2. FIRST BIOGRAPHIES
 3. SECOND BIOGRAPHIES
 4. CURRENT INFORMATION
 5. BRITAIN AND THE INTERNATIONAL COMMUNITY
-

FIGURE 2.2

OUTLINE SYLLABUS: HENLEY, SESSION 53, 1965

Source: Cherrington, P., 1982:7.

Note: Session 53 was the last time in which the *Second Biographies* were used.

The shortened course, four times a year, continued for two years, but when the course was relengthened, other newer subjects took the place of the earlier Second Biographies which to date have not reappeared in the curriculum.

The objectives of the surviving biographies remained virtually unaltered until Session 77 in 1972, when the course was redesigned and shortened to a little over nine weeks. At this time the biographies were integrated into Part 5.6 - "Direction" (Figure 2.3 outlines the structure of the course at this point). The biographies fitted well into this final phase of the course of studies - indeed this Part was conceived as a keystone which bound together the whole course as may be gauged from the following extract from the *brief* in Session 77:¹

The objectives of the study (Direction) are to provide members with a greater understanding of:

- (a) the responsibilities involved in directing an enterprise;
- (b) the ways in which these responsibilities differ from those of executive management in the same organization;
- (c) the particular opportunities available to the single individual or group which is at the top of any organization.

(Administrative Staff College, 1972a:1)

¹ Copies of selected Course of Studies papers are included as Appendix A.

PART I	PROBLEMS OF MANAGEMENT AND ADMINISTRATION
PART II	EFFECTIVE MANAGEMENT WITH PEOPLE
	2.1 Motivation and Behaviour
	2.2 Training and Development
PART III	INFORMATION AND ANALYSIS FOR DECISION MAKING
	3.1 The Analytical Approach
	3.2 Information and Problem Solving
	3.3 Financial Management
	3.4 Economics
	3.5 Marketing
PART IV	THE ENVIRONMENT
	4.1 Management and Trade Unions
	4.2 Industry and Government
	4.3 Management and Social Policies
	4.4 The International Scene
PART V	CORPORATE STRATEGIES AND POLICIES
	5.1 Decision Making in Conditions of Uncertainty
	5.2 The International Enterprise
	5.3 Corporate Organization and Development
	5.4 Strategy and Policies
	5.5 Policy Project
	5.6 Direction

FIGURE 2.3

OUTLINE SYLLABUS: HENLEY, SESSION 77, 1972

Source: Administrative Staff College, 1972b:1-3

Note: Session 77 was the first Session following the reorganization of the Course into nine weeks. The *Biographies* fall within Part 5.6.

Toward attaining these objectives Part 5.6 was divided between a general study of power and responsibility and what was now termed "a biographical case study". This biographical component was intended to illustrate and illuminate some of the issues raised in the section on power and responsibility, as indicated in the following extract from the *brief*:

The syndicate should study the chosen character in depth, recording his personal development and noting the conditions in which he lived and the problems which confronted him. The methods he used may reflect his personality or the contrasting circumstances of his time.

(Administrative Staff College, 1972a:2)

This was then elaborated in a set of interrogatories:

How do the character's methods illuminate our present ways of working?

What lessons can we draw?

What aspects of his success are universally relevant?

Which others were particularly appropriate to his own time and circumstances?

This approach to the biographies was preserved until the end of 1976: in 1977 the biographies were linked with the study of leadership, and prefaced by earlier studies on organization and motivation. This change was a result of further development of the overall course, the structure of which is outlined in Figure 2.4. The new Part V under which the biographies were subsumed was (and still is) entitled "Strategic Management and Direction". The initial studies within this Part concern "Leadership and Direction", the objectives of which

FIGURE 2.4

-
- PART I THE CHANGING ENVIRONMENT
- 1.1 The Contemporary World
 - 1.2 The Economic Environment
 - 1.3 Industry and Government
 - 1.4 Business and Society
- Related Optional Studies:
- A Systems Approach to International Trading
 - The Middle East: The Politics of Oil
 - The Current Economic Situation
 - International Aspects of Development Economics
 - Project Appraisal for Developing Countries
- PART II INDIVIDUAL, GROUP, AND ORGANIZATION BEHAVIOUR
- 2.1 Organization Structures: Design and Effectiveness
 - 2.2 Behaviour and Motivation
 - 2.3 Group Development and Team Building
 - 2.4 Organizational Change and Development
- Related Optional Studies:
- Workshop for Organizational Change
 - Transactional Analysis
- PART III INTERPRETATION AND USE OF QUANTITATIVE INFORMATION
- 3.1 Information: Technology and Systems
 - 3.2 Foundations in Accounting*
 - 3.3 Foundations in Statistics*
- * Or alternative studies
- Related Optional Studies:
- Computers and Communications
 - Budgeting and Financial Control
 - Managerial Accounting
 - Management Information Systems
 - Methods of Thinking
 - Operational Research
- PART IV MANAGEMENT OF RESOURCES
- 4.1 Human Resource Management
 - Personnel
 - Industrial Relations
 - 4.2 Finance
 - 4.3 Marketing
- Related Optional Studies:
- Employment Legislation
 - Equal Opportunities Policies
 - Trade Union Studies
 - The Current Industrial Relations Scene

(Continued over)

PART IV - Continued

- Further Aspects of Financial Management
- The Financial System of the United Kingdom
- Marketing Research
- Forecasting in Marketing
- Product Liability

PART V STRATEGIC MANAGEMENT AND DIRECTION

- 5.1 Leadership and Direction
- 5.2 Strategic Planning and Decision Making
- 5.3 Long-term Futures and their Strategic Implications
- 5.4 Corporate Strategy Case

FIGURE 2.4

OUTLINE SYLLABUS: HENLEY, SESSION 109, 1983

Source: Administrative Staff College, 1983:7-8

- Notes:
1. Although this Syllabus relates explicitly to Session 109 in 1983, it is representative of the *syllabi* for all Sessions from #90 (1977) to the present.
 2. The *Biographies* fall within Part 5.1.

are set out below:

- (a) to identify the special qualities and skills required for effective leadership at top management level;
- (b) to assess how reliable a guide successful leadership at the operational level is to performance as a leader at the strategic level; and
- (c) to consider how those who have the potential for leadership at this level can develop and equip themselves for this purpose.

(Administrative Staff College, 1981a:1)

In this context, the biographical studies serve two main purposes. The first, and general purpose is to show the way "great people" behaved and acted in the various situations which confronted them - in this sense biographies are utilized as valuable sources of information about the motivation and behaviour of such people. The second purpose, of particular relevance to the section "Leadership and Direction", is to shed light on the qualities and attributes of leadership.

Despite the modifications in the immediate context of the biographies, the essential part of the *brief* remains, *mutatis mutandis*, very similar to that developed in 1949-1950:

Each syndicate should examine its chosen character's development as a person and as a leader. From this, an attempt should be made to crystallize the relevant qualities and attributes of leadership and to assess how far these are of general significance. Would they be appropriate today? What lessons, if any, can be drawn for developing or selecting leaders of modern enterprises?

(Administrative Staff College, 1981a:3)

This general brief is elaborated slightly for the benefit of the Chairman and Secretary of each syndicate in that the main purpose of the biographical study is indicated to be the illustration of the study of leadership. In this connection, Chairmen and Secretaries are reminded that the lessons for effective leadership may be drawn from what the character did not do, or did incorrectly; or from personal shortcomings; or lack of strategic grasp. "The lessons of inadequacy or failure should be regarded as important as those of success." (Administrative Staff College, 1981b:2).

CONTENT

The initial planning of content had been based on the premise that the inventory of biographical subjects should in general terms reflect the present or likely future fields of members. It was realized, however, that industrialists, commercial leaders, trade unionists, and civil servants - the main categories considered to be *prima facie* desirable - were amongst the least well-documented in terms of available biographical data. As Lloyd (1964:22) puts it, "the very categories that seemed the most desirable had to be recognized as among those least attainable." For not only was quantity considered a requirement (see *infra*), but *diversity of evidence* was held to be even more desirable - enough at least for members to be able to identify bias, and to fall into some sort of equilibrium.

In considering British industrialists, for example, the Henley planners found that the available biographies were frequently single publications and often eulogistic in nature. Even for subjects on whom multiple biographies existed there were still inadequacies when attempting to cater for the normal size of syndicates. The intention was to provide a sufficient volume of material to enable each syndicate member to have their own authoritative point-of-departure in their study of the subject concerned. This meant that, in some cases, up to fifteen sources were needed, as sources ranged from short obituaries to three-volume biographies, and an equitable division of labour was desirable.

Similar difficulties were encountered in considering civil servants - the problem here being interpreted as stemming from the

traditional anonymity of the British Civil Service which meant that very few biographies existed for this category.

In addition to the *prima facie* desirability of the subjects correlating with members' fields of activity, the Henley planners accepted the principle that it was both unnecessary and undesirable to limit the inventory to recent subjects. Indeed, it later became policy to exclude from the list of subjects characters who were still living, on the rationale that the judgements of a biographer in his subject's lifetime - and for that matter for sometime after his subject's death - are partial judgements since there has not been time "to gain a good perspective or to have second thoughts" (Lloyd, 1964:24).

The inventory of subjects which eventually emerged comprised twenty-seven names - characters of such great diversity that it was considered desirable to categorize them by *field of activity* and *place or nationality*, with the *time* dimension subsumed under these categories. This categorization offered three principal advantages:

1. Rationalization of purchases and holdings of background material: the need for background material to support the central character study had been perceived in the early planning of the biographies. Whilst specialized articles from the periodical literature and the biographies of contemporaries were necessarily specific to each biographical subject, the categorization of subjects enabled some degree of rationalization in procuring what Lloyd (1964:29) describes as the "stage-setting or 'situation' works." These include general, social, and economic histories, and political

geographies, the balance between such background works and the main biographical material being kept under constant review.

2. Facilitation of the choice of characters by syndicates:
as will be noted later under "Methodology", each syndicate is required to select a "short list" of subjects, and the categorization was seen as assisting this process by presenting the subjects by field, place or nationality, and time.
3. Facilitation of the Principal's decision on the final characters for each syndicate: again, as will be noted later, the "short lists" from each syndicate were at one stage submitted to the Principal, who endeavoured to create a representative spread of subjects to enhance the subsequent "Consider Reports" and "Plenary" aspects of the Biographies (see *infra* on "Methodology.")

The list of characters and their categories which were adopted for Session 1 in 1948 was as follows (Table 2.1):

CATEGORY I: NATIONAL AND POLITICAL (BRITISH)		
Oliver Cromwell	1599 - 1658	
Sir Robert Peel	1788 - 1850	
Lord Haldane	1856 - 1928	
Sir Winston Churchill	1874 - (1965)	
CATEGORY II: NATIONAL AND POLITICAL (NON-BRITISH)		
Julius Caesar	100 - 44 B.C.	
Napoleon	1769 - 1821	
Abraham Lincoln	1809 - 1865	
CATEGORY III: INDUSTRY AND SCIENCE		
* Lord Bacon	1561 - 1626	
* Sir Isaac Newton	1642 - 1727	
* George Stephenson	1781 - 1848	
* Lord Kelvin	1824 - 1907	
* Andrew Carnegie	1835 - 1919	
* Lord Melchett	1868 - 1930	
Henry Ford	1863 - 1947	
* Sir Edwin Chadwick	1800 - 1890	
CATEGORY IV: SOCIAL AND PUBLIC SERVICE		
Samuel Pepys	1633 - 1703	
Florence Nightingale	1820 - 1910	
Octavia Hill	1838 - 1912	
* Sidney and Beatrice Webb	1858 - 1943	
CATEGORY V: MILITARY		
The Duke of Marlborough	1650 - 1722	
The Duke of Wellington	1769 - 1852	
Field-Marshal Allenby	1861 - 1936	
Field-Marshal Montgomery	1887 - (1976)	
CATEGORY VI: DOMINION AND COLONIAL		
Warren Hastings	1732 - 1818	
Sir Stamford Raffles	1781 - 1826	
Cecil Rhodes	1853 - 1902	
Field-Marshal Smuts	1870 - 1950	

TABLE 2.1

INVENTORY OF CHARACTERS: HENLEY, SESSION 1, 1948

Source: Administrative Staff College, 1948c:2-5

Note: Those subjects of bearing asterisks were in fact not offered in Session 1 as sufficient sources had not arrived at the College. They did, however, appear in the annotated list of subjects appended to the *Brief*, and are included above to indicate the final selections.

This initial inventory was progressively modified between 1948 and 1962. Lloyd (1964:25-26) offers the following reasons for the various modifications:

- (a) some subjects, such as Churchill and Montgomery, were dropped when it was decided to exclude living persons;
- (b) others, such as Raleigh and T.E. Lawrence, were introduced but later removed because they had proven to be less convenient than had been expected for the purpose of bring out lessons for members consistent with the objectives of the biographies;
- (c) some characters such as Lord Kelvin were transferred to the Second Biographies when this element of the course was developed in 1956;
- (d) additional subjects were added from time to time, both in order to fill the gaps created by those deleted, and to capitalize on characters on whom fresh biographies had become available or older material procured - bringing such characters within the quantitative criteria previously mentioned.

The inventory of characters offered during Session 43 in 1962, together with the sources available in each of the six categories, is outlined in Table 2.2. At this time, the number of characters had been expanded to thirty-seven, with library resources at 332 main biographical sources and 232 background sources - an average of 15.2 sources per character.

TABLE 2.2

CATEGORY I: NATIONAL AND POLITICAL (BRITISH)		
Number of Characters:		8
Reading Lists:		
Main Sources		63
Background Sources		53
Total Sources		116
Number of Sources per Character:		14.5
Oliver Cromwell	1599 - 1658	
Sir Robert Walpole	1676 - 1745	
William Pitt	1759 - 1806	
Sir Robert Peel	1788 - 1850	
The Prince Consort	1819 - 1861	
Joseph Chamberlain	1836 - 1914	
Lord Curzon	1858 - 1925	
Lloyd George	1863 - 1945	
CATEGORY II: NATIONAL AND POLITICAL (NON-BRITISH)		
Number of Characters		8
Reading Lists:		
Main Sources		80
Background Sources		45
Total Sources		125
Number of Sources per Character:		15.6
Augustus	63 B.C. - A.D. 14	
Napoleon	1769 - 1821	
Simon Bolivar	1783 - 1830	
Abraham Lincoln	1809 - 1865	
Cavour	1810 - 1861	
Bismarck	1815 - 1898	
Lenin	1870 - 1924	
Roosevelt	1882 - 1945	
CATEGORY III: INDUSTRY AND SCIENCE		
Number of Characters		6
Reading Lists:		
Main Sources		57
Background Sources		34
Total Sources		91
Number of Sources per Character:		15.2
Lord Bacon	1561 - 1626	
Sir Isaac Newton	1642 - 1727	
George Stephenson	1781 - 1848	
Andrew Carnegie	1835 - 1919	
Lord Melchett	1868 - 1930	
Henry Ford	1863 - 1947	

Continued over

CATEGORY IV: SOCIAL AND PUBLIC SERVICE		
Number of Characters		4
Reading Lists:		
Main Sources		40
Background Sources		15
Total Sources		55
Number of Sources per Character:		13.8
Samuel Pepys	1633 - 1703	
Florence Nightingale	1820 - 1910	
Octavia Hill	1838 - 1912	
Sidney and	1859 - 1947	
Beatrice Webb	1858 - 1943	
CATEGORY V: MILITARY		
Number of Characters		6
Reading Lists:		
Main Sources		51
Background Sources		42
Total Sources		93
Number of Sources per Character		15.5
Robert Blake	1599 - 1657	
The Duke of Marlborough	1650 - 1722	
Lord Nelson	1758 - 1805	
Sir John Moore	1761 - 1809	
The Duke of Wellington	1769 - 1852	
Lord Kitchener	1850 - 1916	
CATEGORY VI: DOMINION AND COLONIAL		
Number of Characters:		5
Reading Lists:		
Main Sources		41
Background Sources		43
Total Sources		84
Number of Sources per Character:		16.8
Warren Hastings	1732 - 1818	
Sir Stamford Raffles	1781 - 1826	
Cecil Rhodes	1853 - 1902	
Lord Milner	1854 - 1925	
Field-Marshal Smuts	1870 - 1950	

TABLE 2.2

INVENTORY OF CHARACTERS AND SOURCES: HENLEY, SESSION 43, 1962

Source: Lloyd, 1964: 25 and 30

The not inconsiderable diversity of the subjects in this inventory - to which allusion has already been made - has occasionally acted, Lloyd (1964:26) suggests, as a "disincentive". Some syndicates have reacted to the "broad spectrum" by opting for the most contemporary characters.

The more general picture has been, however, one in which syndicates select (and are granted) subjects who have some intuitive appeal, albeit that the subjects may be from periods divorced from their own. In attempting to achieve the correct time focus, they have been forced - perhaps unwittingly - into situations which have served to balance their work in other facets of the course: in coming to grips with their biographical subject, members are obliged to seek the systematic interrelationships between field of activity, place, and time period. In a study of Lenin, for example, it is necessary to gain an acquaintance with the intellectual and economic situation in the Russias at the turn of the century; in the case of Bolivar, it is essential to relate the French Revolution to 300 years of Spanish colonial administration.

In the Second Biographies, as has been indicated, syndicates were to take different categories of biographical subjects as their foci in an attempt to isolate similarities and dissimilarities amongst the various fields of administration, and to strengthen their understanding of each of these fields.

The logistical gains afforded by the comparative approach were coupled with pedagogical gains in that the inventory of characters was expanded markedly. Logistical gains were possible as, in each syndicate, there was an increased coverage of characters and a reduced

provision of sources would accordingly be acceptable. Characters were introduced for the Second Biographies which had previously been rejected from the *Biographies* on the grounds of inadequate documentation for the usual syndicate of ten members - in the Second Biographies, no one character was likely to be studied by more than five members (see *infra* under "Methodology").

In an effort to correlate the *metiers* of members with their biographical subjects, the development of the Second Biographies saw the exclusion of some characters such as statesmen and political leaders, even though a new category of "Trade Union Leaders" was introduced: in 1956 this category did not constitute an area "corresponding to the careers of any of the members" (Lloyd, 1964:50), however it was included on the rationale that it *did* form an important aspect of the external environment of administration.¹

Given the enlarged scope for selecting characters for the inventory for the Second Biographies, it was decided to subdivide the set of industrial characters into three distinct categories so as to enhance the opportunities for choice by syndicates. The three categories in this area were as follows:

1. *Inventor-Innovators* - A development of the earlier concern with "men of science", this category comprised characters such as James Watt and Michael Faraday: pioneers of invention

¹ It was necessary to restrict this category to the "earlier" figures in the trade union movement, as more recent leaders - as with senior civil servants - had not been suitably documented.

and innovation.

2. *Industrial Developers* - A category which Lloyd (1964:50) styles as comprising the "exploiters": those who are more distinctively associated with the problems of application, with the moulding of ideas and techniques already available.
3. *Industrial and Commercial* - Leaders of private enterprise, largely drawn from the large-scale industries of the Twentieth Century.

The expansion into these three categories allowed the inclusion of many more British characters - in line with the predilections of the planners of the biographies who, in developing the 1948 inventory had been frustrated in their endeavour to include a large proportion of British figures by inadequate documentation.

The full list of characters and categories as developed in 1956 is provided in Table 2.3:

TABLE 2.3

CATEGORY I: INVENTOR - INNOVATORS		
	James Watt	1736 - 1819
	Samuel Crompton	1753 - 1827
	Sir Humphry Davy	1778 - 1829
	Michael Faraday	1791 - 1867
	Lord Kelvin	1824 - 1907
	Thomas Edison	1847 - 1931
CATEGORY II: INDUSTRIAL DEVELOPERS		
	Thomas Telford	1757 - 1834
*	George Stephenson	1781 - 1848
	Isambard Brunel	1806 - 1859
	Sir Henry Bessemer	1813 - 1898
	Sebastian de Ferranti	1864 - 1930
CATEGORY III: INDUSTRIAL AND COMMERCIAL		
	Matthew Boulton	1728 - 1809
	Josiah Wedgwood	1730 - 1795
	John Macarthur	1767 - 1834
	Robert Owen	1771 - 1858
*	Andrew Carnegie	1835 - 1919
	George Cadbury	1839 - 1922
	Lord Leverhulme	1851 - 1925
	Lord Northcliffe	1865 - 1922
*	Henry Ford	1863 - 1947
*	Lord Melchett	1868 - 1930
CATEGORY IV: TRADE UNION LEADERS, TO 1940		
	Robert Owen	1771 - 1858
	George Holyoake	1817 - 1906
	Robert Applegarth	1834 - 1925
	James Keir Hardie	1856 - 1915
	Robert Smillie	1857 - 1940
	Benjamin Tillett	1860 - 1943
	Arthur Henderson	1863 - 1935
	Ernest Bevin	1881 - 1951
CATEGORY V: SOCIAL PIONEERS		
	Robert Owen	1771 - 1858
	The Earl of Shaftesbury	1801 - 1885
*	Florence Nightingale	1820 - 1910
	General Booth	1829 - 1912
*	Octavia Hill	1838 - 1912
	George Cadbury	1839 - 1922
	Sir Ebenezer Howard	1850 - 1928
	Emmeline Pankhurst	1858 - 1928
*	Sidney and	1859 - 1947
	Beatrice Webb	1858 - 1943

Continued Over

CATEGORY VI: SENIOR CIVIL SERVANTS AND PUBLIC ADMINISTRATORS		
	Sir Rowland Hill	1795 - 1879
	Sir Edwin Chadwick	1800 - 1890
	Sir Robert Morant	1863 - 1920
	Lord Haldane	1856 - 1928
CATEGORY VII: OVERSEAS ADMINISTRATORS		
	James Oglethorpe	1696 - 1785
	Lord Clive	1725 - 1774
*	Warren Hastings	1732 - 1818
*	Sir Stamford Raffles	1781 - 1826
	Lord Durham	1792 - 1840
	Lord Dalhousie	1812 - 1860
	Lord Cromer	1841 - 1917
*	Cecil Rhodes	1853 - 1902
*	Lord Milner	1854 - 1925
	Lord Lugard	1858 - 1945
*	Lord Curzon	1859 - 1925
CATEGORY VIII: NAVAL AND MILITARY		
*	Lord Nelson	1758 - 1805
*	Sir John Moore	1761 - 1809
*	The Duke of Wellington	1769 - 1852
	Lord Fisher	1841 - 1920
*	Lord Kitchener	1850 - 1916
	Field-Marshal von Hindenburg	1847 - 1934
	Marshall Foch	1851 - 1929
	Lord Jellicoe	1859 - 1935
	Lord Haig	1861 - 1928

TABLE 2.3

INVENTORY OF CHARACTERS: HENLEY, SECOND BIOGRAPHIES.

Source: Lloyd, 1964: 52-53

Note: Those subjects bearing asterisks have also been used in the First Biographies or in the single Biographies after the discontinuance of the Second Biographies.

This list subsisted unchanged from 1956 until the Second Biographies were discontinued at the end of Session 53 in 1965. As it had not been practicable to form categories of contemporaries, and as in any case it was reasoned that there were potential gains in studying characters from differing time periods (a *diachronic* approach, of the sort advocated by Galtung (1969)), syndicates were advised to adopt a time-spread of 200 years as a rough guide in selecting their four characters for study, once their category had been assigned (see *infra* on "Methodology").

In general, syndicates were given their preferred quartette of characters (but see *infra*), and in some instances it was possible to allow two syndicates to study characters from the same category - in contradistinction to the policy adopted for the First Biographies, in which there was a premeditated attempt to obtain a balanced spread of characters in any session.

Over the ten years immediately following the discontinuance of the Second Biographies, the inventory of characters was progressively modified in line with the changing nature of the Course overall. The most marked of these modifications came in Session 77 in 1972 when the remaining Biographies lost their separate identity and were subsumed under the more general topic of "Direction". As has been indicated, this topic was concerned with the study of power and responsibility, with an accompanying "biographical case study" intended to illustrate and illuminate some of the issues raised. This change in emphasis meant that those characters whose significance lay in areas other than power and responsibility (such as Bacon, Newton, and the Webbs) became essentially *personae non grata*, even though they remained formally on the list of available characters. At about this

time, Churchill was re-introduced (having been discontinued after the first few sessions as a "still-living" character (see *supra*)), together with Hitler - an interesting juxtaposition.

In 1976 the College faced a dilemma - whilst conscious of the desirability of maintaining a wide offering of characters, the holdings of biographies-related material had grown to such an extent that space and upkeep requirements were severely strained (Cherrington, B., 1982:1).

These requirements were considered to exceed the real needs of choice and quality, and accordingly several hundred sources were removed from the library biographical stock and held pending a decision on their disposal.¹ The effect of this move was that fourteen characters were deleted from the inventory: these deletions are indicated in Table 2.4.

The list was further pruned in 1978, 1979, and 1981, and the background sources correspondingly culled,² although these moves were motivated largely by the perceived need for keeping the subject alive: consequently there were introduced characters of current interest, together with some from Third World countries - these latter "to enable overseas members to feel part of the general scene" (Cherrington, B., 1982:1). All these changes are also depicted in Table 2.4.

1 The decision was made in 1978 to offer these sources for sale to College Staff, an offer which was not accepted, with the result that all works were sold to Blackwells & Ways.

2 Despite the reduced holdings, in 1981 the biographies were transferred to a separate library within the College.

Years (19xy): Subjects	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	fs	fo	fx	
Carnegie				1		1	2		1	1		1	2	1	1		1	2		1	2		2	1	1	3	1	2	1	1		1	1	2		32	110	29		
Crowwell	1			1										1		1		2	3	1	2	3	2	1	2	2	1	1	3		1	2	1		34	110	31			
Ford	1	1	1		1	1	1	1	2	2	3	2	2	1	2	2	3	1	1			1	2	1	3		1	1	3	2	1	1	1	1		46	110	42		
Lincoln	2	2	2														1						1						2		1	2			18	110	16			
Melchett		1	1	1				1	2	1	1					1	1		3		1				1	1	1	1	1	2	1			<S107	21	106	20			
Napoleon		1																		1				1			2	1	1		2	2	1			12	110	11		
Nightingale	1	1			2	1		1	1	1							1						1	3	2	1	1	1	1	1	1		1		9	110	8			
Rhodes		2	2		2	3		1	1	1		1	2		2	1	2	3		2		1	3	2	1	1	1	1	1	1	1	1		1	1	38	110	35		
Stephenson				2				1	1	1	1	2		2	1	1		1	2				1	1	1	2	1	1	1	1		1		1	1	26	110	24		
Wellington		1	1	1																			1	1	1	2	1	1	1		1			<S107	8	106	8			
Churchill	1	<S4																						1						1			1		5	45	11			
Peel	1	1			1	1		1																		2	3	1						<S101	13	100	13			
Smuts	2		1	1			3	1		1	2		1	1	1					1	1						1							<S107	17	106	16			
Bacon					1	1								1				1		2							1			<S90					7	89	8			
Hastings	1									2						1						1	1							<S90					4	89	4			
Newton	1		1					1			1								2			1	1							<S90					8	89	9			
Raffles			1	2				1				1	1					1	1	1					1			1		<S90					11	89	12			
Webbs			1											1						1										<S90					3	89	3			
Marlborough	1			1	1			1		1		1	1	1						1	2		1	1	1	2						<S100	8	99	8					
Pepys	1			1	1	1	1	1	1	2	1	1	1	1	2	2	2	2	1	1	1	1	1	2			1			1	<S95	28	94	30						
Hill		1	1										1	1														1			<S95	5	94	5						
Augustus	<S4	1			1	1	2	1	1						1		2	1					2	1				1			1			<S107	15	102	15			
Bismarck			<S7											1				1	2		1	1		1	1		2		1	1	1		1		12	103	12			
Bolivar				<S10			2	1		1	1	1					1	2		1	1		1	1	1	1	1	1		1	1			<S107	14	98	14			
Lenin					<S16	1		2	1	2	2		1	2	1	2	1	2	1	2	1	2	2	1	1	1	1	1	1	1	1				28	94	30			
Lloyd George					<S16										1	2		3			2	2		2				1	1	2	1	1			18	94	19			
Nelson			<S7	1	1		1							1							1			2				1	1	3	1		1	1	12	103	12			
Roosevelt		<S8	1	2	2	1		2	2	1		1	1	1	1	2				2						1	1	3	1		2	2	1		1	1	32	102	31	
Pitt				<S10	1	2	1	2				1	2	1	1	1	1	1	1			1											<S101	17	90	19				
Kitchener				<S10								1	1	1	2	2		1	1					1	1			1					<S100	12	89	13				
Blake					<S16								1																		1	<S90			2	73	3			
Cavour		<S8	1																	1				1						<S90					4	81	5			
Chamberlain		<S8	1	1	1		1		2		1	1		1		1	1	1	1						1					<S90					13	81	16			
Curzon				<S10	2													2													<S90					4	79	5		
Mackenzie King																	<S61													<S90						38				
Milner				<S10					2	2	2	1		1	1	1	1	1													<S90				11	79	14			
Moore				<S10	1	2	1		1	1				1				1	1					1					1		<S90				11	79	14			
Prince Consort					<S16	1	1		1				1										1	1	1						<S90				4	73	5			
Walpole					<S16																										<S90				3	73	4			
Leverhulme																		<S55	1					1		1	1	2			1		3	10	56	18				
Hitler																								<S71	1	1	1			1	1	1			7	39	18			
Stalin																															<S95			1		3	17	18		
Bevin																															<S94	1	1	1	1	6	16	38		
De Gaulle																															<S94	1	1	1	1	3	16	19		
Mao Tse Tung																															<S94	1		1	1	4	16	25		
Nehru																															<S95				1	15	7			
Catherine II																																<S97		1		1	13	8		
Keith																																<S97		1		1	13	8		
Brunel																																<S98	1	3	2	2	3	11	12	92
Nasser																																				2	8	25		
Scott & Amundsen																																				1	9	11		
Oppenheimer																																				1	2	50		

TABLE 2.4

PROGRESSIVE INVENTORY OF BIOGRAPHICAL SUBJECTS AT HENLEY

INCLUDING FREQUENCIES OF OFFERING, SELECTION, AND RATIO OF SELECTION TO OFFERING

KEY:

* Numerals indicate the number of times a subject was selected in a particular year

* So indicates subject introduced in Session "n"

* <Sn indicates subject discontinued at end of Session "n"

* fs = Frequency with which a subject was selected

* fo = Frequency with which a subject was offered

* fx = Relative frequency of selection to offerings

Source: Cherrington, B., 1982:1-6 and Cherrington, P., 1984:1-2

The present (1984) policy of the College is to keep the number of characters offered at about thirty, and to progressively discard from the inventory as fresh characters become available which comply with the qualitative and quantitative criteria noted earlier. The qualitative criterion of reasonable correlation between biographical character and the present or likely future fields of members has, however, been rejected in recent years: as one of the two Staff Members currently responsible for the biographies states:

It has not seemed important ... that the experience of College members should be close to that of the historical subject; this (study) seems an opportunity for them to see the whole range of human talent and achievement which may shock or inspire, but serves to extend the range of the reader and develop a sense of scale and proportions as well as giving some joy and interest outside what is closely practical.

(Cherrington, B., 1982:2)

There is apparently little difficulty in reconciling this outlook with the requirements of the increasingly more specific frame-of-reference within which the biographies have been placed since 1972.

The biographies have the same purpose now as in 1948: to enable members to go beyond learning about the mechanics of administration into the area of relationships between people and institutions where they need to consider the nature of personality, power, and responsibility in long-term and wide geographic perspectives. The biographies thus serve to articulate much of the other course material in a way in which policy and administration are appropriately blended.

In line with this purpose, the biographical subjects to be studied are selected on the basis of availability of suitable material - both quantitatively and qualitatively - and on the criterion that they demonstrate the exercise of leadership over a period in a recognizable environment so that:

- they can be effectively analyzed and discussed;
- useful comparisons can be made with other leaders in other environments
- members can identify with, sympathize with, or in other ways relate to the subject.

The range of subjects is continually reviewed and developed in terms of field of activity, place of origin and work, historical period, race and sex.

METHODOLOGY

FIRST BIOGRAPHIES

The sequence of activities in the First Biographies as the exercise was mounted in Session 1 in 1948 formed the model which was to be followed over the succeeding twenty-nine years.¹ Certainly the model *did* undergo some modifications in that time, but these were relatively minor in nature. Brief comment will be made later on some of the changes.

The typical sequence of activities for all sessions up to and including Session 89 in 1976 was as follows:²

-
- 1 The *Brief* itself for Session 1 was less than specific on the sequence, and it was only after several sessions that the sequence was fully elaborated in the *Brief*.
 - 2 The sequence given here has been derived from a sample of the briefing papers for Sessions 1 - 89, and whilst it is accordingly something of an amalgam, it is sufficiently representative of the whole period to be considered "typical".

1. The Chairman and Secretary of each syndicate received:
 - . a briefing paper detailing:
 - the objectives;
 - the nature of the exercise, and the differentiation in approach and timing between this and other elements in the course;
 - procedural requirements and suggestions.
 - . a *Summary of Categories and Names*:
 - of available characters.
 - . a set of *Thumbnails*;
 - short sketches of each character, or in some instances a quotation which encapsulated the character's primary "claims to fame" (these were usually of no more than 100 words).

In addition, the Chairman and Secretary were also given, on request, access to the *Bibliographies* on the characters, and to background histories.

2. At the initiation of the Chairman and Secretary, members as individuals considered the *Summary of Categories and Names* together with the *Thumbnails*, in order to formulate personal preferences and to achieve a common overview of the characters available.
3. After an interval of two days, each syndicate met for approximately one hour. The sole purpose of this meeting was to produce a short list of three characters in order of the syndicate's preference. The recommended agenda for this *Selection Meeting* was as follows:

- . the Chairman was to very briefly explain the purpose of the biographies;
 - . the syndicate was to select one name from each of the six categories: in reaching a decision, it was suggested that members be asked to justify any preferences they might express;
 - . the syndicate was then required to reduce this first-round list to three characters ranked in order of preference.
4. The short list from each syndicate was put forward through the syndicate's Directing Staff member to the Principal who decided the allocation of characters. The aim of this decision was to obtain a representative spread of characters across syndicates in order to aid the achievement of the objectives of the biographies. The allocation of characters was published about two hours after the *Selection Meeting*.
5. The Chairman and Secretary of each syndicate were then in a position to collect the set of main sources from the Library, together with such background material as was not also relevant to the characters allocated to other syndicates.
6. The Chairman and Secretary of each syndicate then prepared the plan by which their syndicate would work toward the objective of the exercise. The briefing papers offered the following guidance on the planning process:
- . select the highlights of the character's career from the extract provided from *Chambers' Encyclopaedia*;
 - . examine the sources provided and estimate how far each source may be expected to provide useful information on any of the selected highlighted factors of the character's career;

- . allocate the sources for study amongst the syndicate members, and determine the timetable for individuals to report back to the syndicate as a whole.

- 7. The *Opening Meeting* formed the main briefing element in the biographies programme, the task of briefing falling to the Chairman of each syndicate. A typical briefing involved:
 - . a detailed exposition on the objectives;
 - . an explanation of the arrangements to be adopted for pursuing the objectives;
 - . the distribution of the sources and *Bibliographies*.

- 8. Following the *Opening Meeting*, a period of two to three weeks was typically allowed for individual members to complete their allocated reading, after which the syndicates would meet on some six occasions over about two weeks. In these meetings, members presented verbal reports on their reading, supplementing the reports with notes which included comments on those personal characteristics of the character which they had encountered in their study. Such reporting led into general syndicate discussions aimed at analyzing the character's *career and personal characteristics*, then synthesizing the information obtained prior to attempting to isolate any aspects (admirable or otherwise) which the syndicate considered of significance for "those who bear responsibility today".

- 9. The draft *Reports* which emanated from the final meetings of each syndicate were then typed and copied for circulation to all syndicates. The *Consider Reports* period gave each syndicate the

opportunity to look deliberately at the conclusions of other syndicates, and to see what characteristics and circumstances appeared to make for achievement in fields other than that studied. This period also allowed syndicates to review their own draft *Reports* prior to the final typing and printing.

10. The *Presentation of Reports* was made in plenary session, each Chairman being allowed ten minutes to speak on their syndicate's study. Chairmen were given the following guidelines:

Your audience will not be interested so much in a description of the career of the personality you have studied, as in getting a living impression of the person. What, for example, were his strengths and weaknesses, successes and failures, the motivating forces in his life, his relations with other people? Did he make his opportunities or were they thrust upon him? Even though times and circumstances may have changed, can we learn anything from his successes and failures? You will, of course, need to cite enough factual evidence to support the assessments which you make.

(Administrative Staff College, 1965c:3)

Unlike other presentations at the College, there was no discussion following the Chairmen's speeches. Instead, a visitor was invited to bring the *Presentation of Reports* to a close with his own comments. The visitor was traditionally given "a very free hand", and could refer to the *Reports* and *Chairmen's Speeches* or develop his own thoughts on the characters studied or on some theme suggested by the nature of the biographies exercise. The actual approaches taken by the various visitors did in fact range over the full gamut of these options.

This sequence is illustrated in Figure 2.5, and typified the First Biographies from their inception in 1948, when the exercise was undertaken twice - once in the first five weeks and again in the concluding weeks of each session - through to 1977 when the exercise took its present form linking it with the study of leadership. The introduction of the Second Biographies (to be discussed below) in 1956 occasioned no change in what then became the First Biographies proper. Similarly, when the Second Biographies were dropped in 1965, there was no significant change in the methodology of the surviving First Biographies, although the shortening of the overall course at that time meant that the available reading time and syndicate discussions were attenuated. When the course was lengthened again two years later, the time devoted to the biographies was increased, only to be reduced significantly in 1972 when the biographies were brought together with "Power and Responsibility" under the general topic of "Direction".

Even when, in 1977, the biographies took on their present form, the revised sequence (illustrated in Figure 2.6) still retained some of the main features of the sequence already described. It is, however, important to note that the sequence for the biographies is now subsumed within the broader sequence of "Leadership and Direction" to which there is a threefold approach:

- Reflection on the qualities and skills of various top managers who have visited the College during the Session.
- Readings and discussions on leadership theory to be used as counterpoint to Members' experience.
- The biographical study.

These three elements are elaborated below.

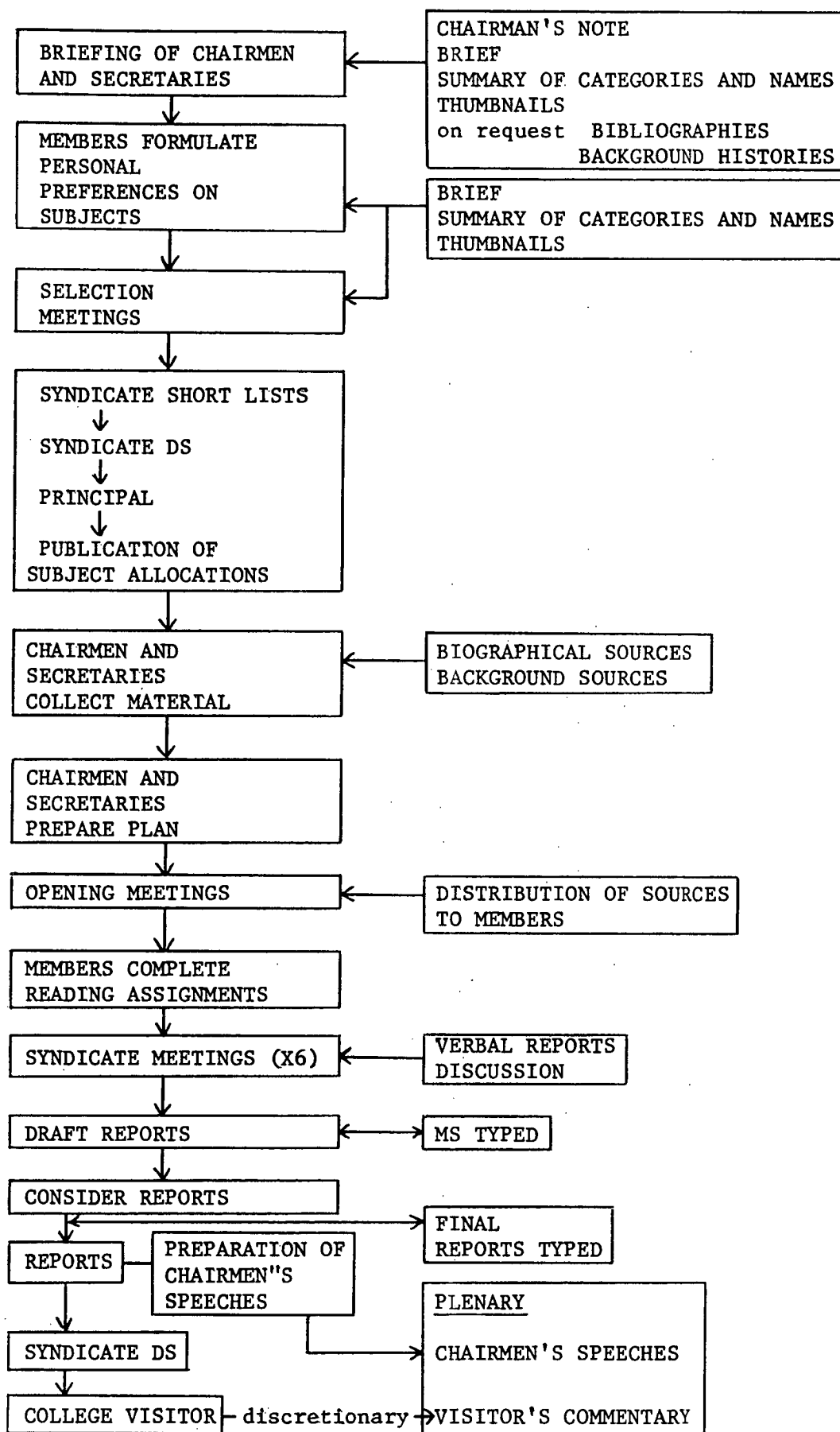


FIGURE 2.5

TYPICAL ACTIVITY SEQUENCE: HENLEY, FIRST BIOGRAPHIES 1948-1976

Note: DS = Directing Staff.

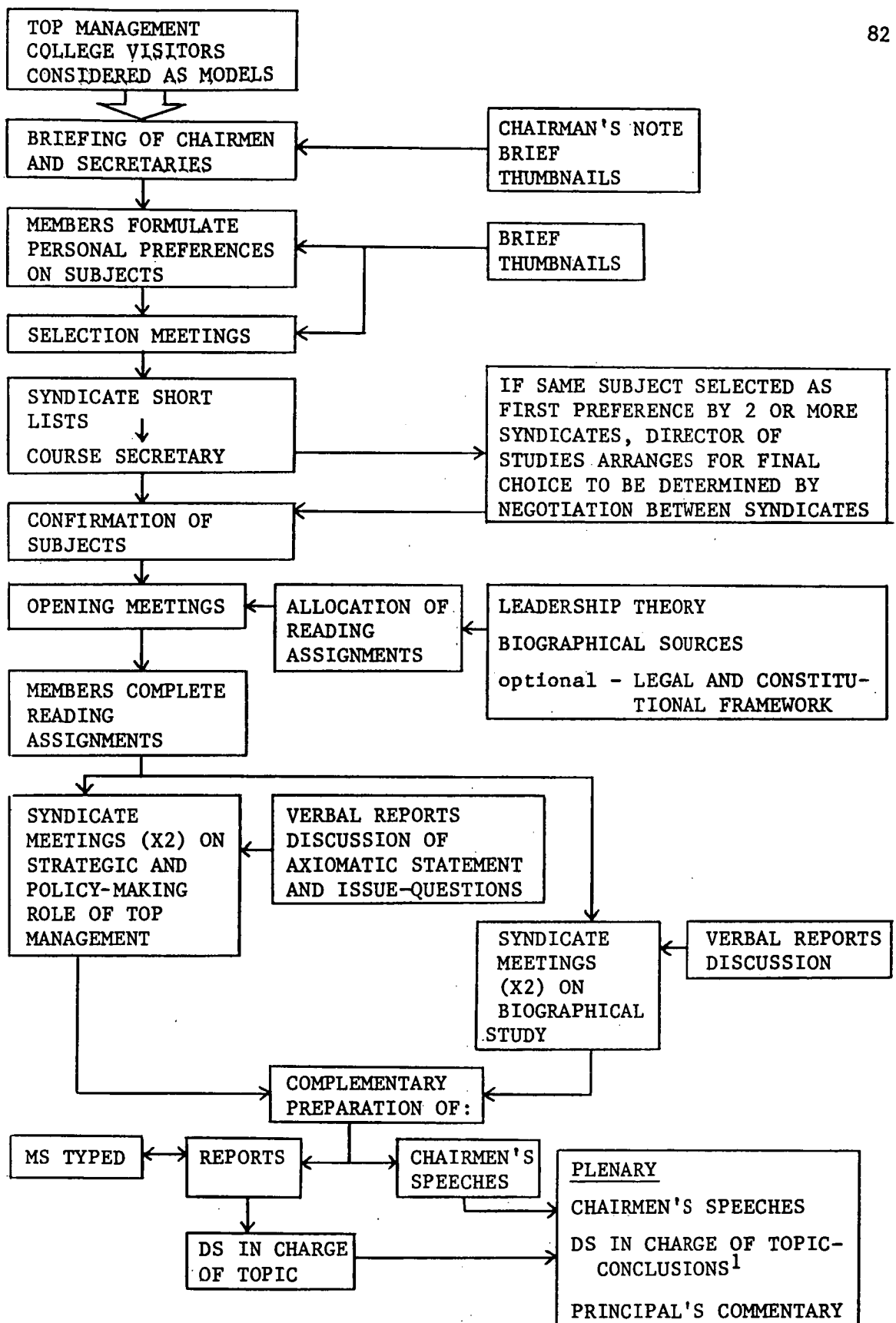


FIGURE 2.6

TYPICAL ACTIVITY SEQUENCE: HENLEY, THE BIOGRAPHIES AS PART OF "LEADERSHIP AND DIRECTION", 1977 TO THE PRESENT.

1 Cherrington (1983:12) indicated that this element of the Plenary has been deleted - with effect from Session 109 in 1983 - in favour of a return to the analysis and commentary from a College Visitor used prior to 1977.

By the time "Leadership and Direction" occurs in the course, various speakers who have reached the top in their enterprises will have addressed the Session. The current *Brief* suggests that:

It is worthwhile reflecting on the qualities and skills which have enabled them to reach their present positions and, wherever possible, to question them about the qualities they look for in potential leaders.

(Administrative Staff College, 1984:1)

This suggestion is rather more pervasive than a mere "setting of the scene", as it establishes the theme which runs through what are ostensibly the two substantive parts of the topic - the leadership theories and the biographical study.

Although some of the main features of the pre-1977 sequence have been retained, the changes in the curriculum context of the biographies have occasioned both a compression of the time available for the biographical study (with concomitant merging of some parts of the programme and outright excision of others), and modification of some key elements in the previous sequence.

The *Opening Meeting*, for example, follows a rather different format consistent with the changes in context of the biography, although this meeting retains its character as the main briefing element. In addition to clarifying the objectives of the topic "Leadership and Direction", Chairmen are required, in consultation with their syndicates, to:

- . allocate the reading assignments for both:
 - the section concerned generally with leadership theories,¹ and
 - the section concerned specifically with the biographical study: the *Chairman's Note* recommending that all members of a syndicate should contribute to the work on the biographical study (Administrative Staff College, 1981b:1).
- . allocate time between these two sections, and the order in which the various issues should be considered.

In considering the strategic and policy-making role of those who lead enterprises, syndicates are advised to work systematically through the points raised in the following axiomatic statement which is put forward in the *Brief*:

The strategic role of top management is crucial, yet it is commonly said that even at the highest levels in an organisation there exists a tendency for preoccupation with the operational aspects of management which seriously erodes the time and attention devoted to the formulation of corporate strategies and policies. Often short-term issues are allowed to take priority over the long-term development needs of the enterprise; and, likewise, the urgent is allowed to take precedence over the important.

(Administrative Staff College, 1981a:2)

Syndicates are asked to discuss why this situation should exist and what can be done to change it. The following issues are raised in the *Brief* as means of focussing discussion:

¹ Some optional reading is also offered on the legal and constitutional framework for members who wish to familiarize themselves with the legal constraints imposed on modern industrial leaders.

1. What are the proper areas of interest for strategic management?
2. What are the special qualities and skills required to reach the top in an enterprise?
3. How do these differ between different types of enterprise: for example, between those at the top of a public company and those at the top of a government department?
4. How can managers develop and equip themselves for the successful transition from operational to strategic management?
5. What, in different types of enterprise, is the right balance between internal and external experience, and between executive and non-executive directors?
6. How can those at the top ensure that they maintain their vitality, concentrate on important and long-term issues, and identify the need for change?
7. How can managers best support those who lead and direct enterprises to ensure that these priorities are kept?

(Administrative Staff College, 1981a:2)

This general consideration of the strategic and policy-making role of top management should be adequately covered in the first two syndicate periods of the four allocated to "Leadership and Direction" (*Chairman's Note*, - Administrative Staff College, 1981b:1). The reading assignments in leadership theory - themselves a cross-section of some modern research findings - form part of the members' preparation for these two meetings, with some of the readings challenging the assumptions which underlie the issue-questions raised in the *Brief*: a situation calculated to act as a springboard to further investigation of the literature.

The remaining two syndicate periods are customarily devoted to the biographical study, but it is important to note that the use of these, what may fairly be termed "momentum-generating" elements, supports the contention that, in their new context, the biographies are more explicitly integrated with other aspects of the Course of Studies. The biographies now build on previous work on the nature of strategic management, the universality of management functions (as postulated, for example, by Koontz and O'Donnell, 1972:53), and general concepts of management development. Significantly, in this last area, members are now explicitly asked to consider what is involved in making the *qualitative leap* from functional to general management - Question 4. This qualitative leap, referred to by Wilson (1966:5-9) as traversing a "role-discontinuity" had been central to the College's function as a "developmental community" (Rapoport, 1974) from its inception in 1948, but prior to 1977 the members had not been called upon to actively contemplate the requirements for executing the "leap": this had remained part of the College's *hidden curriculum*.¹

1 Analogous with Jackson's (1968) use of this term.

The speech at the plenary is intended to be a means by which the biography is used to draw out lessons in relation to the circumstances of today. The *Chairman's Note* suggests that it may be worth considering:

- whether authority and power could be exercised in the same way today;
- whether the characteristics displayed and methods used would be acceptable today;
- whether the circumstances or complexities of life today would smother the type of character studied;
- whether there are immutable attributes of high achievement which time cannot affect.

(Administrative Staff College, 1981b:3)

This discussion of the current methodology makes it clear that in considering the qualities, attributes and skills of leadership and the problems, opportunities and constraints confronting leaders of modern enterprises, the threefold Henley approach requires members to draw on the relevant readings on leadership theory as well as the experience both of members and of those visiting speakers occupying positions of leadership in an endeavour to make the study of biography more immediately relevant.

SECOND BIOGRAPHIES

Over the nine years in which the Second Biographies formed part of the course at Henley, several variations of method were tried, but as Lloyd (1964:54-55) indicates:

... experiment has shown that the direct approach is the best. 'Take your chosen field of activity ... and consider these four men in it. See how they arrived where they did; what impact they made; what responsibility they carried; what each of them brought to their tasks, and why they did well in them, or ill. Compare these men; and then suggest what things appear to count in the particular field studied'.

The sequence of activities in the method which was finally adopted bore a striking resemblance to that employed in the First Biographies from 1948 to 1976, as may be discerned from Figure 2.7. The significant changes for the Second Biographies were as follows:

As the Second Biographies were concerned with personal characteristics and circumstances which contribute to success in a particular field of activity, Chairmen were advised to initiate in their syndicates some consideration of the "kind of characteristics which they might expect amongst individuals in each of the different fields" (Administrative Staff College, 1965c:1). This preliminary analysis was intended for the benefit of individual members whilst formulating their personal preferences and to generate productive discussion leading to the selection of the three Categories out of eight which would constitute the syndicate's short-list.

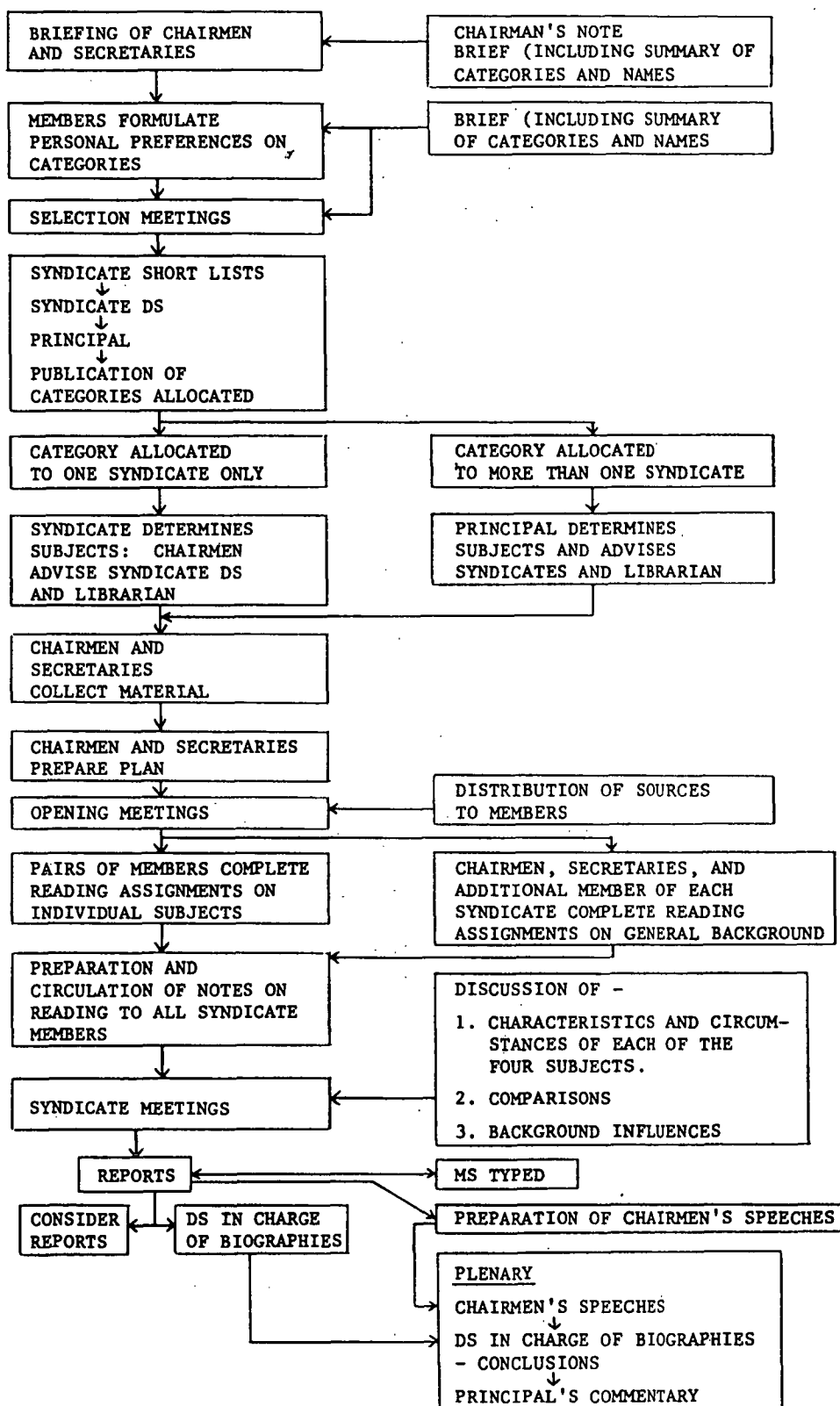


FIGURE 2.7

HENLEY SECOND BIOGRAPHIES: ACTIVITY SEQUENCE OF THE FINAL METHOD, 1956 - 1965.

In preparing the plan of their syndicates' work on the Second Biographies, Chairmen and Secretaries needed to spend some time acquainting themselves with the reading material in order to determine the most effective channels through which to guide their syndicates' consideration of the four subjects *as individuals, in comparison, and in relation to the background of their times*. This movement from the specific to the general was, in practice, reflected in the plan and its implementation: within each syndicate, pairs of members typically studied each of the four individual subjects, producing typescript notes of about 500 words on each for circulation within the syndicate. These notes then formed the basis for syndicate discussions of the subjects in comparison, with the Chairman, Secretary, and one other member "feeding in" the results of their own study of the general background.

The reporting of work in the Second Biographies - in both the written report and the Chairman's speech in plenary - required an emphasis on the characteristics and circumstances of the four subjects whose lives were very largely in the same field of endeavour. The generalizations which this predicated had nevertheless to be tempered with some illustrations from the lives of the individuals studied¹ in order to assist other syndicates in the *Consider Reports* period, and in the plenary review.

1 Such illustrations were often augmented with short chronologies on each subject to enable specific illustrations to be seen in the context of the subjects' total careers.

A CONCLUDING NOTE ON THE HENLEY BIOGRAPHIES

Whilst the evaluation of the Henley biographies is properly the province of Chapter Four in which a pattern of themes will be developed for the biographies at both Henley and Mount Eliza, it is appropriate at this point to round off the analysis of the biographies at Henley with the evaluations of some of the College staff, both past and present.

In his own retrospective comments on the value of the biographies, Lloyd¹ indicates that they are one of the components of the overall Course of Studies which members most commonly recall. Lloyd suggests that the value of the biographies to individuals derives from a variety of sources:

For one it is the revival of reading, for another the admission that there is something in biography after all. Others feel that they were made free of this or that new area of interest or use, of some particular calling, of a period of history or of (a geographic location)...

(1964:61)

Lloyd closes his work with what is tantamount to a restatement of the objectives of the biographies at Henley, transposed into the *past absolute*: Members have reflected upon the many facets of responsibility, have looked at men of a quality beyond their own yet as human as they are: bores, heroes, taskmasters, and have considered what moved and what restrained these men - ambition, duty, idealism, curiosity, greed, the momentum of the job.

¹ Lloyd himself was a member of the Directing Staff from 1948 to 1961, and was closely concerned with the development of the biographies.

A sometime Principal of Henley, J.P. Martin-Bates, in writing of the biographies exercise states:

I have been greatly impressed by its usefulness ... in demonstrating the qualities which take men or women to positions of influence and authority and, in many cases, the disabilities which have been overcome or offset. It is an exercise in judgement too as the historical evidence is often conflicting.

(1964:9)

Admitting their possible predilections, both Lloyd and Martin-Bates can nevertheless legitimately claim to have intimate knowledge of the biographies, gained through course and post-course feedback from participants.

Paul Cherrington, writing from the standpoint of one currently responsible for the biographies, states that:

It is fair to say that the subject (the Biographies) has the same purpose as when it was established, and as described by Humphrey Lloyd ... It is now linked with the Behavioural Sciences which hardly existed in 1947, but the part of the brief dealing with Biographical Studies is very similar.

When considering the survival of this subject ... one has to consider the changes in the rest of the course ...

What remains the same (is) ... the intention that managers should go beyond learning about the techniques and tools of management: they should learn about relationships between people and institutions and consider the nature of personality, power and responsibility. This helps them to deal with long term issues and to look at the world as well as this country. It is in this context that one can see the maintenance of the Biography as a subject of study on this course.

(Cherrington, 1982:2)

There have been demands that we study contemporaries rather than these people from an earlier age when circumstances were so different. We have said that there is not enough material about contemporaries, that reports and speeches about them might give rise to libel actions, and that you cannot really assess a person until they are dead and their reputation has been tested by time. Some of the figures we have are a bit close to us: current people would be most unsatisfactory. But we have bent in the direction of these demands. We now start the subject with two video tapes from TV programmes ... one is about British Oxygen and its Chairman Leslie Smith, who brought in the American Richard Giordano (at 5/6 times his pay?) to be Managing Director, and James Longcroft, the entrepreneurial Chairman of Tricentrol. After the showing we have a discussion about these people and from them try to stimulate ideas which link them to the great men and women. We also provide the autobiographies of Michael Edwardes of Leyland Motors and Nigel Brookes of Trafalgar House. ... Apart from the new people, this subject had not changed much since 1976, whereas nearly all the other subjects had seen a lot of change. The main framework of that course has remained much the same for a very long time ... managers have much the same problems, but the emphases change.

(Cherrington, 1984: 1 - 2)

CHAPTER THREE

THE BIOGRAPHIES AT THE AUSTRALIAN ADMINISTRATIVE STAFF COLLEGE, MOUNT ELIZA

CHAPTER THREE

THE BIOGRAPHIES AT THE AUSTRALIAN ADMINISTRATIVE
STAFF COLLEGE, MOUNT ELIZA

In commencing with an examination of the context within which biography was employed in the College at Mount Eliza, this chapter demonstrates the close parallels between Henley and its Australian counterpart. From a description of the broad structure of Session 1 of the Advanced Course in 1957 the chapter proceeds to show the way in which the course evolved under the influence of environmental pressures, noting particularly the place of the "Moondah Conferences" of 1976 and 1979 as catalysts for change - change which led ultimately to the exclusion of biography and the complete redesign of the course as the six week Advanced Management Programme.

The chapter then depicts the incremental changes in the *specific objectives* which characterised the early years of the biographies at Mount Eliza, the later restructuring of the basis for briefing syndicates - intended to "sharpen the focus" on the biographies whilst retaining the original intent, and the progressive amendments from that time to the end of the life of the biographies in the Australian College.

In examining the content of the Mount Eliza biographies, the chapter notes the heavy reliance upon Henley in some areas but emphasizes that this cross-fertilization was by no means complete, perhaps to the detriment of the biographies at Mount Eliza. The effects of Lloyd's work on the Henley biographies are outlined, together with an analysis of the nature and effects of the relatively few

changes which occurred in the content at Mount Eliza.

The chapter concludes with an analysis of the *methodology* of the Mount Eliza biographies as a translation of the objectives and content. A typical sequence of activities serves both as a basis from which to describe the variations in methodology over time and as a point of comparison with the parent methodology at Henley. This section includes an extended note on the role of the visiting reviewers and their critiques of the biographies.

OBJECTIVES

CONTEXTUAL OBJECTIVES

The philosophy of the Australian Administrative Staff College at the time of its creation in 1955 was based on the need to develop management skills and its purpose "to conduct ... instruction ... in leadership and administration" (Clause 3(b) of the College's *Memorandum of Association*). In mounting Session 1 of what was then the Advanced Course, the College's major objective was:

... to raise administrative standards by bringing together diverse groups of proved administrators and giving them an opportunity to study the total management process and their part in it and compare their standards and practices.

(Australian Administrative Staff College, 1976a:1)

This objective clearly demonstrates the close parallels between Henley and its Australian counterpart: much of the course was adopted from Henley, and although some changes were made to suit the Australian environment (Brown, 1963:80), the basic structure of the Henley course was retained.¹

In line with this major objective, the course of studies was broadly structured into four parts as noted in Figure 3.1:

1 Sir Noel Hall, the first Principal of Henley and the originator of the course of studies there, visited Australia prior to the establishment of the Australian College, and later a member of the Directing Staff from Henley was seconded to help in planning and launching the course.

I	Introduction to Administration
II	Internal Organization
III	External Relations
IV	Establishment, Growth, and Adaptation to Change

FIGURE 3.1

BROAD STRUCTURE OF THE ADVANCED COURSE: MOUNT ELIZA
SESSION 1, 1957

Source: Copland, 1957a:18-19

The influence of the Henley model is readily apparent in this structure (cf. Figure 2.1). Part I was designed to start the process of persuading members to describe their own knowledge and experience, and to get it into perspective by comparing it with that of their colleagues.¹ As an introductory exercise, it demonstrated to members the reliance of the College approach on *participation*, and it initiated the reflective processes necessary in later parts of the course.

In most of the subjects in the next two parts of the course it was made clear to members that the examination of current roles, responsibilities, policy, and practice should be critical and future-oriented, the individual subjects persistently inviting the consideration of current and potential change and its implications both in the

¹ This elaboration of the broad structure relies significantly upon the unpublished personal account of Brigadier A.T. Cornwall - Jones, the first Director of Studies, although where possible his account has been cross-validated with other sources.

internal administration of the organizations represented in each syndicate (Part II) and in their relationships with other people, groups, and institutions outside their control (Part III). In Part II, for example, there was opportunity to examine and compare the effectiveness of their own internal managements; the effectiveness of their management of personnel; the effectiveness of their efforts to organise work - through division and reintegration, to delegate authority and reconcile this with control, to ensure that information channels were open, to assess performance, and to maintain an harmonious human climate.

Straddling Parts II and III was a series of *specialist subjects* - Production and Personnel in Part II and Marketing and Finance in Part III (the placement of the *biographies* will be discussed shortly). In these subjects, specialists in each field were grouped together to examine and compare their own policies and practices and present significant aspects to the rest of the Session for critical comment. The emphasis here was to be on areas of potential difficulty and conflict where coordination and integration were most likely to be needed from general management.

The remainder of Part III focussed upon a rather wider conception of change. Members were, for example, asked to examine industrial relations in a socio-economic perspective, and to speculate upon the improvement of these relations in the light of "the public interest" - a study in change itself. This issue appeared in a different guise when members were asked to examine the relationships between business and government, and in considering possible improvements were obliged to view change as a national as well as an industrial factor.

In Part IV, where members were required to undertake a series of exercises in the handling of different types of change in the private sector, a major concern was to provide opportunities for absorbing the nature of the changing environment in which they worked as well as its implications for their thought and action on the job.

It was quite a shock, for instance, to Australians to discover in 1957, when the whole country was surging forward, that there were occasions when continued success could breed complacency and subtly undermine vitality and that general management ought consciously to plan to deal with them.

Cornwall-Jones, 1977:II/41

The culminating "special subject" was concerned with the development of Australia over the next ten years, and was devoted to a study of selected areas of growth in which changing circumstance presented peculiar difficulties.

The biographies ran in parallel to the other subjects of the course: there were two separate biographies to be studied by each syndicate, the briefing of chairmen and secretaries on the *First Biographies* being carried out during the first full day of the Session and the work on these extending over the first six weeks in conjunction with members' other activities. The *Second Biographies* were pursued in similar fashion during Weeks 7-11. The biographies accordingly represented a common thread for the members' work in syndicates throughout their time at the College.

The Advanced Course remained in substantially this form until 1962; although the College continuously reviewed and revised the course content and priorities, there was no radical change. In 1962

the course was shortened to ten weeks - an expedient to enable the introduction of a new Intermediate Course for promising younger managers. Even after the abridgment of the Advanced Course, there were few dramatic changes, Taylor (1968:35) commenting that:

The method and subjects - initially
very similar to those at Henley -
have not changed radically ... ¹

Taylor goes on to point out that a "recent review" had nevertheless resulted in a number of modifications, including increased research activity, consistent with Clause 3(a) of the College's *Memorandum of Association*. Such changes as there had been to this stage were very similar to those found necessary at Henley (*vide* Chapter 2), and included more emphasis on marketing, a new subject on the quantitative aspects of management, and greater stress on Australian involvement in Asia.

In 1973, again as the result of the College's continuous programme of review,² the Advanced Course was further reduced to eight weeks. Whilst the existing complement of subjects remained largely intact and was in fact supplemented with other studies, the course was restructured into the form outlined in Figure 3.2, the time allocated to some subjects was compressed, and - partially as a consequence of the time

1 It is assumed that Taylor's observation relate to the situation in 1966 as the Leverhulme Project upon which Taylor's work is based was completed in September 1966.

2 Such reviews are based upon views and opinions expressed by College staff, members of session, nominators, and educationalists from outside the College.

compression, but also as a response to pressures of the sort noted in Chapter 1 - the amount of didactic input was increased; the syndicate approach remained dominant nonetheless.

PART A	THE ENTERPRISE AND ITS PEOPLE
	* Introductory Survey
	* Accountability of the Directing Authority
	* People
	* People at Work
	* Organization Structure and Behaviour
PART B	THE ENTERPRISE AND ITS ENVIRONMENT
	* The Australian Economy
	* Australia and the World
	* Centres of Economic Power in Australia
	* The Market
	* Industrial Relations
	* Australian Development
PART C	MANAGEMENT INFORMATION
	* Accounting and Financial Control
	* Quantitative Methods
	* Information and Decision
PART D	CONSTRUCTIVE ADMINISTRATION
	* Management in a World of Change
	* Executive Development and Succession
	* The Administrator
SUPPORTING STUDIES	
	* Biography
	* Elective Subject

FIGURE 3.2

THE MOUNT ELIZA ADVANCED COURSE FOLLOWING THE RESTRUCTURING OF 1973

Source: Australian Administrative Staff College,
1973a:13-16.

The College's normal programme of review was augmented in the later 1970s by the "Moondah Conferences" of 1976 and 1979. The 1976 Conference saw the interchange of ideas between the College and its "market" - representatives of organizations which regularly nominated members together with some potential nominators - and was particularly concerned with reappraising the College's mission in the light of emerging needs in management development (Australian Administrative Staff College, 1976b:1). The 1979 Conference, on the other hand, provided a forum for an exchange of views with a number of professional specialists in management development: the Conference served partially as a review of the outcomes of the 1976 Conference and in addition took up the earlier theme of future trends in management development.

Both these Conferences served to catalyze changes in the course, changes which resulted in the demise of the biographies at the end of Session 69 in 1980 and culminated in the course being completely redesigned as the six week Advanced Management Programme. Whilst not of direct contextual relevance to the biographies, the Advanced Management Programme is of indirect interest in that it reflects the effects of the forces for change which brought about the discontinuance of the biographies.

The core of the Advanced Management Programme is a systematic approach to the dynamic relationship which exists between a manager and his work environment. This approach is expanded through a study of the other key elements affecting managerial life: the enterprise as a whole, Australian society viewed from political, sociological, and economic perspectives, and from international vantage points -

particularly in the Asian and Pacific regions. Of central concern to this are the value systems characteristic of Australia as reflected in business, government, and union affairs, and of Australia's trading and diplomatic partners (Australian Administrative Staff College, 1982a:6). In the process of developing this systematic framework for present and future managerial work and its context, the Programme emphasizes the broad areas outlined in Figure 3.3:

-
1. Organizational Behaviour
 2. Managerial Career Patterns and Development
 3. Industrial Relations
 4. Managerial Information and Decisions
 5. Financial Planning and Control
 6. Business, Government, and the Community
Interfaces: National and International
 7. Marketing
 8. Environmental Change and its Impact on Managerial
Planning and Business Policy
 9. Environmental Change: Impact of Changing Social Values
and New Technology on Australia and its Future
Development
-

FIGURE 3.3

MAIN AREAS OF STUDY IN THE MOUNT ELIZA ADVANCED MANAGEMENT PROGRAMME.¹

Source: Australian Administrative Staff College,
1982a:6-7; 1982b.

¹ These main areas are supplemented by two elective subjects which permit some individual flexibility: the biography had previously formed part of this domain.

The redesign and shortening of the course notwithstanding, the Advanced Management Programme continues to display similarities to the General Management Course at Henley (cf. Figure 2.4) and, as in the British College, there have been further changes in the proportion of didactic input relative to the time which members spend in syndicate activity. In the Advanced Management Programme overall, some 40 per cent of the formal programme is devoted to didactic input of some type, with 60 per cent allocated to heuristic methods involving syndicates, although this proportion does fluctuate overall¹ and between the different parts of the course.²

This outline of the objectives of the Mount Eliza Advanced Course provides an indication of the context in which biography was employed in the Australian setting, including an overview of the adaptations - much in the Henley tradition - which the course underwent prior to its eventual metamorphosis into the Advanced Management Programme. It is this background which generates the depth of field necessary to the following examination of the *specific objectives* of the Mount Eliza biographies.

1 At Henley, by way of contrast, the syndicate method is used for about 30 per cent of the timetable.

2 In "Financial Planning and Control", didactic methods are used exclusively, however the usual ratio of didactic to heuristic methods in discrete parts of the programme appears to be of the order 1:3.

SPECIFIC OBJECTIVES

As indicated earlier, the Australian Administrative Staff College was clearly modelled on the Henley pattern and, as Taylor puts it, "accepted many of the early Henley decisions as an act of faith" (1968:33). However the inclusion of biography in the Mount Eliza course did not simply represent such an "act of faith": the first Principal of the College, Sir Douglas Copland, had for some time been a firm advocate of the educational value of biography and championed its cause during the development of the new programme:

In the early days of the public service courses for staff training, I was asked to give a final lecture to the members in Canberra. I chose for my subject: 'What a Public Servant Should Read'. Well, there is a lot that the public servant should read, as should other mortals. My first choice was biography, especially the biography of great public leaders who had demonstrated some of the arts of the administrator. Why, for instance, did the Emperor Augustus become master of the world after being taken cheaply on Caesar's death by his fellow members of the triumvirate, Anthony and Lepidus? Why was he able to impart new life to the Roman Empire? One answer is that there are few people so well endowed with human understanding as was the Emperor Augustus, and that is the point of the exercise. We can see in play the forces and qualities that make the great administrator. We certainly won't have them as he did, but we can become a little chastened by studying genius at work and reflecting on failings that are all too human. I was not aware at that time that at Henley it had become a working rule that every member of a session should study two biographies, and for the very same reason that I had in mind.

(Copland, 1957b:19)

In addition to advocating the adoption of biography in the new College, Copland hoped that he would personally, under the auspices of the College, be able to contribute to, or perhaps edit, a series of biographies on Australian leaders in public and private enterprise.

This long-deferred hope of Copland's was, unfortunately, not to come to fruition, however his influence can be seen in both the structure and content of the biographies at Mount Eliza.

The Australian College initially adopted the dual *individual* biographies in the early Henley tradition, even though Henley had dropped this approach in 1956 (prior to the first session at Mount Eliza) in favour of *comparative* biography - the Second Biographies: *vide* Chapter 2, and it was not until Session 4 in 1959 that the idea of comparative biography was introduced at Mount Eliza (see *infra*).

For the First Biographies in Session 1, the *brief* was extremely succinct, its core suggesting that:

From their study of the career and achievements of ... (their selected biographical subjects) ... members will have the opportunity of assessing for themselves the characteristics of administrators who, because of what they did, became notable in their own day and memorable in ours. ... Syndicates will present reports ... giving some assessment of the career and character of the personality studied as seen in the circumstances of his own times and emphasizing (*sic*) any aspects, admirable or otherwise, which they consider worth noting by those who bear responsibility today.

(Australian Administrative Staff College, 1957a:1).

This core was elaborated in the "Directing Staff Notes" (the basis for briefing the chairmen and secretaries of syndicates) by stressing that assessing a man's career and achievements should be interpreted as "getting a picture of the times" in which he lived, as account of these must be taken in any assessment of a man. The DS Notes¹ go on:

¹ DS Notes = Directing Staff Notes.

... it means finding out what he achieved and the methods he used in achieving it; it means trying to discover the particular personal qualities the man had which enabled him to achieve what he did and the weaknesses that made him fail when he failed. Only if a proper job is made of this will the syndicate have really done an 'assessment'.

(Australian Administrative Staff College, 1957b:1).

The Directing Staff were advised to caution their syndicates against producing reports which were merely biographical catalogues, and to emphasize that *critical assessments* were required. The DS Notes indicated that the object of the biographies exercise, "which the men should be left to discover for themselves", was to give members a chance of reflecting on the kind of obligations that are imposed on people in positions of high responsibility, on the kind of qualities that these responsibilities demand, and on some of the methods people have used in the past in solving the problems with which they were confronted.

For the Second Biographies in Sessions 1-3, the *brief* was identical to that for the First Biographies as already outlined, so that the objectives were confined to broadening the members' familiarity with the range of biographical subjects available.

The first change in the specific objectives of the biographies came in 1959 when, in Session 4, an attempt was made to introduce a *comparative* element in the Second Biographies. From that time until the Second Biographies were expunged at the end of Session 15, the *brief* read as follows:

... each syndicate will study against the background of the times in which they lived, the careers of three Australian personalities: Sir Henry Parkes, Alfred Deakin and Sir Edmund Barton. ... (and) will present reports ... giving their opinion of the qualities of these men who, because of what they did, became outstanding figures in their own day and have since become notable in Australian history.

(Australian Administrative Staff
College, 1959a:1)

Stated thus, there was no explicit requirement for comparison of the three subjects, however this emerged in the DS Notes. Here, after recapitulating the desired approach to the biographies (see *supra*), it was suggested that:

Because of the historical circumstances involved, there may be a tendency to consider the men only as 'Federalists'. We don't want this and syndicates should range as widely as they can over each man's career ... they may prefer to present a comparison of the qualities and achievements of the three men...

(Australian Administrative Staff
College, 1959b:1-2).

Following this change, the objectives of the Second Biographies took on something of the flavour of their Henley equivalent, although the comparative approach at Mount Eliza was never developed to the extent taken in the British College, and whilst at Henley "statesmen and political leaders" had been deliberately excluded - on the grounds that these subjects did not correspond to the careers of members - the Australian College adopted such personalities as suitable for the study.

Apart from the deletion of the Second Biographies in 1962, the same year in which the Advanced Course was shortened to ten weeks, the

specific objectives of the Mount Eliza biographies remained unaltered - whether overtly in the *brief* or covertly in the DS Notes - until Session 48 in 1973. The DS Notes for that and subsequent sessions were amplified by an additional paragraph:

A study of this sort is expected to lead men to examine the systems of ideas and values from which our own social institutions have sprung, and to be aware of the mesh of personal preferences and compromises that gave them their particular form.

(Australian Administrative Staff
College, 1973b:2)

In addition, the section of the DS Notes which outlined the covert objective of the biographies was supplemented with the requirement that syndicates should reflect *not only* upon some of the methods used in the past in solving problems, *but also* upon "whether these methods must be modified in today's conditions". These were the only aspects of the biographies to reflect the changes wrought by the processes of review which resulted that year in the Advanced Course being further reduced to eight weeks.

Nevertheless the next two years were marked by "considerable discussion as to whether any change in *brief* should be made" in addition to the 1973 modifications (Australian Administrative Staff College, 1975a:1), culminating in 1975 with the addition of the following guideline to the *brief*:

Syndicates may desire to include some discussion of the management philosophy of their subject; to relate it to his achievements and failures; and to consider it in relation to what they consider appropriate for today.

(Australian Administrative Staff
College, 1975b:1)

The inclusion of this guideline may be seen as an attempt to transpose the examination of "systems of ideas and values" (called for in the 1973 addition to the DS Notes) into the realm of the individual manager's philosophy, consistent with Stover's (1958) treatment of changing patterns in the philosophy of management.

The specific objectives of the biographies continued in this form for the next three years, and it was not until 1979 that the College addressed itself to resolving a number of problems which had been experienced with the biographies over a number of years. Over the remaining two years of the biographies "life" at Mount Eliza, there were progressive attempts to provide what was described as a "sharper focus" for the biographies by:

- recognizing the limitations of time available;
- adjusting for the lack of historical expertise amongst session members;
- explicitly inviting discussion about whether future times and values are so different from those of the biographical subjects as to make the lessons from them somewhat questionable;
- endeavouring to counteract the tendency of syndicates in considering the "relevance for managers today and in the future" to restrict themselves to pragmatic actions that achieved specific ends, without considering the moral and social dimensions of those actions;
- heightening members' "critical assessment" of the biographical subjects rather than merely describing the person's life and career.

Some of these efforts represent anticipatory responses to the sorts of pressures which became manifest later in the "Moondah Conference" of 1979, whilst others originated in a detailed revision of the biographies carried out by a member of the Directing Staff recruited in that year from a background as a professional educator and staff development manager.

The first of this series of changes was a restructuring of both the *brief* and the DS Notes for Session 64. It was stressed that the basic objectives of the biographies had not changed, and this stability was reflected in the perpetuation in the *brief* of much of the substance - and indeed the phrasing - of the brief for Session 1 in 1957. Copies of these and other course of studies papers which illustrate the history of the Mount Eliza biographies are contained in Appendix B. Perhaps the most significant modification was the inclusion of a new guideline emphasizing the interaction between the social environment and a person's character, goals, and methods:

To capture the relevance required in the report, syndicates will need to study their subject in the social environment of the day, and evaluate the degree to which this matches the realities of society today and in the (speculative) future.

(Australian Administrative Staff
College, 1979a:1)

On this point, the DS Notes suggested that a more "adventurous" syndicate might seriously question whether we can learn anything at all from such biographical subjects if, for example, the values of their societies are shown to be quite different to today's and may even be unrecognizable in the future (Australian Administrative Staff College, 1979b:1). As part of the restructuring, some material which had

previously formed part of the DS Notes was transferred in a modified form to the *brief*. This second new guideline read as follows:

Assessing a person's career and achievements is no light task. It involves an understanding of the times in which he or she lived; it means identifying the person's major achievements (and setbacks); it requires an analysis of the factors (both internal and external) which contributed to these outcomes; it is an assessment of personal qualities (both strengths and weaknesses) and of opportunities taken or lost. Such assessments must often be made on the basis of incomplete or contradictory evidence.

(Australian Administrative Staff
College, 1979a:1)

For the following Session (No.65), some slight modifications were made to the wording of the *brief* and DS Notes, although these were aimed only at improving clarity and did not affect the substance of the specific objectives. For Session 67 in 1980, the *brief* was further revised in an effort to have the reports reflect a critical assessment of the subject as opposed to the essentially descriptive nature of many reports from syndicates. As part of this revision, the second of the guidelines added to the *brief* for Session 64 the previous year was significantly modified to emphasize the need for selectivity:

Assessing a person's career in the time available is a challenging task and syndicates will have to be selective in the aspects they choose to highlight. One way of achieving this could be to identify certain points at which critical decisions had to be taken by the subject; to analyse factors (internal or external) which influenced the decisions taken; and to assess the consequences of those decisions.

(Australian Administrative Staff
College, 1980a:1)

No further changes in the specific objectives of the biographies were made for the remaining two sessions in 1980, and in the opinions of virtually all of the Directing Staff of that time, the "death knell" had been sounded twelve months previously with the increasing pressures to shorten the course overall: of their nature, the biographies demanded what was generally considered to be a disproportionate amount of time in an otherwise intensifying schedule. Nevertheless there were some members of the Directing Staff - notably those who had a longer acquaintance with the object of the biographies - who regretted their demise as the passing of an era. One of these members, now retired, quoted Lord Ashfield's aphorism as typifying the era of the biographies at Mount Eliza:

Of all types of literature perhaps that which affords most guidance to the would-be administrator is biography.

Over the twenty-three years in which the biographies played an integral part in the College at Mount Eliza, their basic purpose - to effect a human case study with some measure of vicarious learning - remained essentially intact. Such changes as occurred in the specific objectives of the biographies were intended to "sharpen their focus" either by overcoming particular problems which beset the exercise from time to time or by enhancing their value within the course as it changed in response to fluctuating client needs. The objectives of the biographies are thrown into high relief in now turning to a consideration of the content of the Mount Eliza biographies.

CONTENT

As indicated earlier in this chapter, the adoption of biography as part of the Mount Eliza programme did not constitute simply what Taylor (1968:33) referred to as an "act of faith" in the decisions taken at Henley, however in the selection of the content of the biographies element the staff of the Australian College *did* rely heavily upon Henley. Not only were thirteen of the fourteen biographical subjects chosen for Session 1 already in use at Henley but the planners at Mount Eliza drew upon the Henley bibliographies in acquiring both the main biographical sources and the background material for each subject.¹ In addition, the Australian College categorized the subjects in precisely the same manner as at Henley (with the exception of the Henley category of "Industry and Science" from which Mount Eliza offered no subjects), and adopted *verbatim* the Henley *Thumbnail* sketches for the thirteen subjects taken from that College's programme.² In the light of this cross-fertilization it is somewhat surprising that, as noted earlier, Mount Eliza chose to adopt the dual *individual* biographies used at Henley between 1948 and 1956, rather than the *comparative* approach of the Henley Second

1 Considerable difficulty was experienced in obtaining the main biographical sources as many of these books were very old and out of print. The College was fortunate in gaining the cooperation of various libraries which loaned a number of sources whilst efforts were being made both in Australia and abroad to locate the books in secondhand and antiquarian bookstores. (Australian Administrative Staff College, 1957c:1). It had been originally proposed to offer fifteen subjects, however procuring sufficient sources on the Duke of Wellington proved so difficult that he was deleted from the list - and was destined never to reappear.

2 When the Mount Eliza biographies were offered for the last time in 1980, the Henley *Thumbnails* for the twelve subjects still remaining from the original set adopted from that College were still intact save for an adjustment in a time period for one subject.

Biographies which were commenced prior to Session 1 at Mount Eliza. The early reliance which the Australian College placed upon the Henley experiences of the biographies may however explain why, when the Mount Eliza Second Biographies were changed in 1959, the three subjects chosen were "statesmen and political leaders" - a category deliberately excluded in the Henley comparative approach as inappropriate to the *metiers* of members. Having not encountered some of the problems faced by Henley in establishing the biographies, the Australian College would not perhaps have been sensitive to the complex range of issues which Henley had been forced to consider in the first decade of operation.

The biographical subjects offered in Session 1 at Mount Eliza in 1957 are shown by category in Table 3.1 This initial inventory remained much more stable than that at Henley: in the first twelve years - more than half the overall life of the biographies - the only changes were:

1. The addition of Wakefield and Grey in Session 2: partly intended to increase the Australian content of the biographies.
2. The deletion of Raffles at the conclusion of Session 3: principally due to insufficient source material.
3. The introduction of Parkes, Barton, and Deakin as joint subjects for the Second Biographies (Sessions 4-15), again to increase the Australian content.
4. The abandonment of the Second Biographies from Session 16, Parkes, Barton, and Deakin being retained as joint subjects for the single biographies (Sessions 16-19), then as separate subjects in their own right until Barton and Deakin were withdrawn at the end of Session 21.

CATEGORY I:		NATIONAL AND POLITICAL (BRITISH)	
Oliver Cromwell	1599-1658	Lord Curzon	1859-1925
Lachlan Macquarie	1761-1821	Lloyd George	1863-1945
CATEGORY II:		NATIONAL AND POLITICAL (NON-BRITISH)	
Napoleon	1769-1821		
Abraham Lincoln	1809-1865		
Franklin Roosevelt	1882-1945		
CATEGORY III:		SOCIAL AND PUBLIC SERVICE	
Samuel Pepys	1633-1703	Florence Nightingale	1820-1910
CATEGORY IV:		MILITARY	
Lord Nelson	1758-1805	Lord Kitchener	1850-1916
CATEGORY V:		DOMINION AND COLONIAL	
Sir Stamford Raffles	1781-1826		
Cecil Rhodes	1853-1902		
Field-Marshal Smuts	1870-1950		

TABLE 3.1

INVENTORY OF BIOGRAPHICAL SUBJECTS: MOUNT ELIZA, SESSION 1, 1957

Source: Australian Administrative Staff College, 1957c:1-2

This static quality in the content of the Mount Eliza biographies can be traced again to an admitted reliance upon Henley as a "proving ground" for subjects, coupled with a lack of opportunity on the part of College staff to research potential new subjects at the level required. Demands on the College's financial resources were also heavy in the early years, and the biographies were not accorded a high priority, particularly when Sir Douglas Copland was no longer in a position to give them his personal patronage.¹

1 Sir Douglas relinquished his position as Principal in March 1960.

The publication of Humphrey Lloyd's *Biography in Management Studies* in 1964 did, however, stimulate a general review of the content of the biographies. The then Librarian, impressed with Lloyd's coverage of the situation at Henley, circulated his book amongst the Directing Staff and compiled a set of statistics along the same lines as those produced by Lloyd. The compilation was also circulated amongst the staff, and covered:

- the number of titles on the various reading lists,
- the total amount of material issued,
- subjects studied over Sessions 1-19,
- order of preference for the subjects.

These statistics have been divided between Table 3.2 and Appendix C: they raise a number of points which are particular interest to this consideration of the content of the biographies.

Lloyd had made the point (1964:30) that "... not all the resources for any one biography that the Library may contain will necessarily have been listed, for its biographies section runs to a total of nearly 1500 works." Whilst Mount Eliza held at that time only 406 works (main and background titles), this did yield an average of 25.4 titles per subject, comparing favourably with Henley's 15.2 titles per subject.¹

¹ The Librarian endeavoured to adjust these figures by:

- (a) adding on "extra copies" and allowing works of more than one volume - bringing the Mount Eliza average for items issued to 33.7 per subject;
- (b) omitting Parkes, Barton, and Deakin who, with a total of 60 titles and 73 items issued, overweighted the average, yielding averages per subject of 23 titles and 31 items issued - still much higher than Henley.

The Librarian commented that:

At present, everything we have relating to a character is put on the reading list and this means that the lists are gradually growing longer. This obviously cannot go on indefinitely. The point mentioned (by Lloyd) on p.31 - 'The balance as between main list and background items is kept under review with the help of those actually studying the character from time to time whose collective opinion on the value of a book at the time when they have just completed such a study is useful for this purpose'. - would be worth bearing in mind as a means of evaluating the lists with a view to cutting them down.

(Australian Administrative Staff
College, 1964a:1)

Although the point raised here by the Librarian was subsequently considered by a special meeting of the staff on the biographies, it was regarded as "undesirable at this time" to adopt the idea of "collective opinion", and that the balance of "books issued" versus books available in library" was a matter falling within the province of the professional librarian (Australian Administrative Staff College, 1964b:1). At this time the Librarian also suggested that it might be worth considering taking out of the biographies such subjects as Nelson, Kitchener, Nightingale, Curzon, and Grey - "as they have been chosen so seldom", or alternatively to set definite subjects to be studied at each session. The principal concern seems to have been with the point that:

...new books are appearing on all characters,
and it seems wasteful to buy them for
characters which are practically never studied.

(Australian Administrative Staff
College, 1964a:1)

The consequential request for decisions on whether some of the latter subjects should be removed from the lists, and on imposing constraints on the choice of subjects, whilst considered at the special meeting a month later, were rejected, however that meeting determined as a matter of policy to treat the future purchase of books on subjects seldom studied as of low priority (Australian Administrative Staff College, 1964b:2).

In retrospect it would seem that - at least from a financial resources standpoint - the Librarian's view was partially vindicated: Nelson and Curzon continued to be amongst the most poorly supported subjects, both with a selection frequency of 10 per cent. On the other hand, the popularity of Grey later rose markedly, declining only with the advent of alternative Australian subjects (Monash and Hughes), whilst Kitchener and Nightingale, with ultimate selection frequencies of 22 per cent and 19 per cent respectively, both ranked well in terms of appeal to members.¹

It must be noted that it was at the special meeting on the biographies referred to above and initiated *de facto* by the Librarian (prompted by Lloyd's work) that the treatment of Parkes, Barton, and Deakin was reconsidered and the decision taken to separate these subjects with immediate effect, thereby simultaneously increasing the range of individual Australian subjects and the depth at which they might be studied. In addition to the decisions already noted, this meeting also rejected the proposition that the less popular subjects

¹ Selection frequencies for all subjects are included in Table 3.2

Subjects:	Years(19xy):	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	fs	fo	fz
Cromwell					1	1	1							1	1				2	1	2			1	1	12	69	17
Curzon						1		1						1					1	1			1	1		7	69	10
Kitchener			1 ^a								2		1	1	3	3	1	1			1	1				15	69	22
Lincoln		1	1 ^a	1	1		1				1		1	1	1	1	2		1	1		1	1			16	69	23
Lloyd George			1 ^a		1	1	1		1	1		1	1	1	1	1	2	1							1	14	69	20
Macquarie		1	2	2	2	3	3	3	2	3	2	2	3	1	2	3	3	3	2	3	2	2	2	2	2	55	69	80
Napoleon		1	1 ^a											1			1			1		2				8	69	12
Nelson			1 ^a							1				1	1				1	1			1			7	69	10
Nightingale			2						1		2	1		1		1	1	1	1					2		13	69	19
Pepys		1 ^a	1 ^a	2	2	1	1	1		1		1	1		1	1		2	1			1		1		20	69	29
Raffles		1 ^a		<S4																						1	3	33
Rhodes		1 ^a	1 ^a	1	1		1	1	1	1			1						1	1	2			1		14	69	20
Roosevelt		1	2	3	1	3	2	3	2	3	2	2	2	2		2		2	1	1	2	3 ^c	1	2	3	45	69	65
Smuts		1 ^a	1	2	2	1			2		2	1		1	2	1	2			1						19	69	28
Wakefield		S2>		1	1		1										<S38									3	37	8
Grey		S2>	1 ^a			1						1	1	1	2				1				2			10	68	15
Parkes												3	2	2		3	3	2	2	1	3	2	1	1	3	35	54	65
Barton			S4>																							4	6	67
Deakin																										6	6	100
Churchill														S37>	1				1			1 ^c	1	1		5	33	15
Monash																	S47>	2	3	3	2	3	3	1	2	19	23	83
Hughes																			S52>	3	3	3	3	3	3	18	18	100
Nehru																							S69>	1	1	1	1	100

TABLE 3.2

PROGRESSIVE INVENTORY OF BIOGRAPHICAL SUBJECTS AT MOUNT ELIZA
INCLUDING FREQUENCIES OF OFFERING, SELECTION, AND RATIO OF SELECTION TO OFFERING

- KEY:
- * Numerals indicate the number of times a subject was selected in a particular year.
 - * Sn indicates subject introduced in Session "n".
 - * <Sn indicates subject discontinued at end of Session "n".
 - * a = Studied in Second Biographies.
 - * b = After separation into discrete subjects.
 - * c = One syndicate compared Churchill and Roosevelt.
 - * fs = Frequency with which a subject was selected.
 - * fo = Frequency with which a subject was offered.
 - * fz = Relative frequency of selections to offerings.

Source: Librarian's records, Australian Administrative Staff College.

be replaced with new characters whilst agreeing in principle with the notion of introducing new subjects as time and resources permitted.

As shown in Table 3.2 however, it was some nine years before any addition was made to the inventory: Session 37 in 1970 saw the inclusion of Churchill - following Henley's decision to reintroduce this subject the previous year. This addition was offset two sessions later in 1970 by the withdrawal of Wakefield on the grounds that this subject had been inactive for eight years. Monash was added to the list of offerings in Session 47 (1973) even though:

... the reading list (for Monash) is barely adequate, and it is certain that we have not yet tapped all available sources of information about him, quite apart from the personal papers which his family refuses to release.

(Australian Administrative Staff
College, 1973c: 1)

This sense of urgency - prompted by increasing demands for more "relevant" subjects¹ - appears to have been timely for, as indicated in Table 3.2, Monash gained immediate acceptance by members and continued to prove one of the most frequently chosen subjects.

It was at this time, as part of a more general set of changes in the methodology of the biographies (see *infra*), that the College abandoned the categorization of subjects. It was considered that the categories no longer fulfilled a useful purpose, as it was now

1 "Relevance" from the members' standpoint appears to have been equated with "Australian".

College policy to attempt to add new Australian subjects irrespective of their "field of activity", and it was felt that the *Thumbnails* provided adequate guidance to syndicates in their choice of subjects. In addition, the categories had not significantly aided the allocation of subjects to syndicates, as there was seldom any duplication in syndicates' first choices.

Further increasing the Australian content of the biographies, Hughes was added to the inventory of subjects in Session 52 (1975). Whilst this Session was still in progress, a member of the Directing Staff was moved to write the following memorandum to his colleagues: the substance of this note is included in its entirety, as other evidence suggests that it mirrored the feelings of many of the staff at the time.

I am compelled to put into writing a thought which I have discussed with one or two colleagues during the past twelve months.

I believe that the current list of biographies is anachronistic and reflects the beliefs of a previous generation - that managers of today should model themselves on the 'Heroes of the British Empire'.

Whilst a sprinkling of these characters (often viewed as rogues by non-English speaking people) is no doubt desirable, surely we stretch the long bow a little too far by including in our list of 18 characters, the following 11 'Heroes' and 1 'Heroine':

Churchill	Macquarie
Cromwell	Nelson
Curzon	Nightingale
Grey	Pepys
Kitchener	Rhodes
Lloyd George	Smuts

It is seen that some attempt is being made to expand the list of Australian characters (viz. Hughes, Monash and Parkes) and this is commendable.

However, some glaring (and even arrogant) omissions could include:

1. Non-English speaking characters such as:

Lenin (has probably influenced more people since J.C.)

Bismark (*sic*) (the master organizer)

Ghandi (what humility!)

Hammarskjold (the hardest job of all).

2. The female of the species such as:

Mrs. Ghandi

Eva Peron

Catherine the Great.

No doubt the cost of appropriate library additions will prevent any dramatic change and indeed we could be hard pressed to obtain the necessary reference material. However, the introduction of 'split syndicates' could complement the concept of smaller reading lists thus facilitating the immediate introduction of one or two of the above (and of course there are many others).

This memo is therefore a plea to de-emphasize the 'British Empire heroes' content in our subject biographies and give some recognition to the rest of the world - surely a move which has great relevance for management in a changing world.

(Australian Administrative Staff
College, 1975 d:1-2)

This plea was not heeded - at least in the sense of any formal change being made in the inventory of subjects, but whilst the proponents of the *status quo* succeeded in their endeavours, the newer generation of staff were later able to point to the subsequent increase in the frequency with which Australian subjects were selected by syndicates as partial evidence to support the de-emphasis of the "British Empire Heroes". There is, however, little to corroborate this standpoint, as of the three Australian subjects to whom the Memorandum alluded, the frequency with which Parkes was selected remained virtually constant and Monash and Hughes having been only

recently introduced, the validity of their admittedly high frequency is open to question.

The only other change in the content of the Mount Eliza biographies was the addition of Nehru to the inventory of subjects for Session 69 in 1980 - the last session in which the biographies played a part. As a guide to the variety of sources used in the biographies, the "Reading Lists" for all the subjects offered in Session 69 are attached as Appendix D. These Lists reflect the diversity of evidence aimed for in the biographies, together with the two positive outcomes of the meeting in 1964: a balance had been achieved between the material distributed to syndicates as a matter of course and supplementary sources available in the College collection; it is also apparent that priority had been given to the acquisition of new material for the more frequently selected subjects - in line with the policy determined in 1964.

In sum, the content of the biographies at Mount Eliza may be fairly seen as derivative from Henley - an uneasy derivation in some respects. As the evidence suggests, the Australian College initially relied heavily on the Henley experience of that College's First Biographies, but with few exceptions took little account of the gradual accretion of other content experiences at Henley, preferring to maintain the biographies in very much their original form. There were few clearly defined policies on content - either generally or with respect to qualitative or quantitative criteria - with the result that many of the sessional decisions on content were either *ad hoc* or left to the discretion of individual members of the Directing Staff.

METHODOLOGY

The methodology of the biographies at Mount Eliza was clearly based upon the general First Biographies model in use at Henley between 1948 and 1976¹ and, as with Henley, was necessarily tailored to the methodology of the overall course. Again in the Henley mould, the methodology remained in the same basic pattern over the life of the biographies at Mount Eliza, and showed little variation even during the period of the Second Biographies in the "Parkes, Barton, Deakin" format. Accordingly the methodology is outlined below as a typical sequence of activities, with variations upon this typical sequence being noted in relation to the key points.

The typical sequence of activities in the Mount Eliza biographies is illustrated in Figure 3.4. This sequence was derived from a review of the course of studies papers - *briefs*, DS Notes, timetables - for all sessions from No.1 in 1957 to No.69 in 1980. The main features of the sequence are as follows:

1. The briefing of the Chairman and Secretary of each syndicate was carried out verbally by the member of the Directing Staff attached to the syndicate, in contrast to Henley where this was largely contained within a "Chairman's Note" with a copy to the Secretary. Guided by the DS Notes which formed the principal basis for this briefing, the Directing Staff explained:
 - (a) The specific objectives of the biographies
 - the need for getting a picture of the times in which the subject lived in order to judge his career,

1 This is evident in a comparison of Figures 2.5 and 3.4, and is borne out in the discussion which follows.

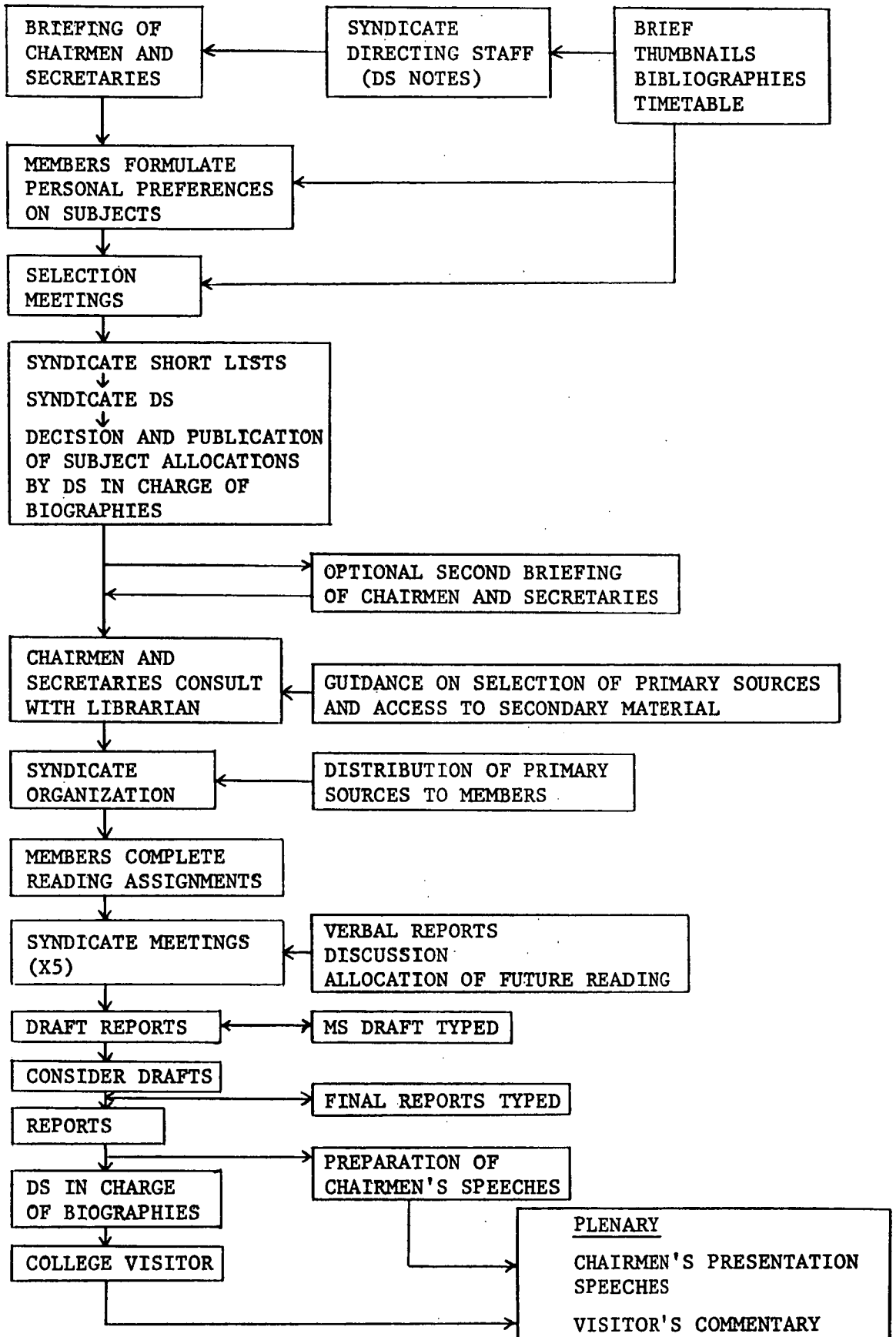


FIGURE 3.4

TYPICAL ACTIVITY SEQUENCE: MOUNT ELIZA BIOGRAPHIES
1957 - 1980

- finding out *what* he achieved and *how* he did so;
- trying to discover which of his personal qualities contributed to his successes or failures;
- making a critical assessment of these things and not producing descriptive catalogues of the subjects.

The tenor of this explication obviously varied in line with the changes over time in the specific objectives as outlined earlier in this Chapter, but this was the main thrust. The Directing Staff were advised that the overarching objective relating to:

- the obligations attaching to positions of high responsibility,
- the concomitant personal qualities, and
- approaches to problem solving,

should not be made explicit but rather left to the members to discover for themselves.¹

- (b) The need for the Chairmen to ensure that, in their turn, the syndicates understood clearly the implications of the specific objectives.
- (c) The effective use of the various documents: *brief*, *Thumbnails*, *bibliographies*, and *timetable*.
- (d) The method of selecting biographical subjects (see *infra*).
- (e) The recommended approach to reading, indicating that the material provided to any syndicate needed to be read *selectively* if it was to be covered adequately in the time available. This aspect of the briefing included some general guidance on bibliographical research techniques.

¹ During the period of the Parkes-Barton-Deakin trilogy in the Second Biographies, the Directing Staff were advised to "draw out" this overarching objective in the briefing to enable maximum benefit to be gained from the exercise over the final weeks of the course.

- (f) The format of the eventual presentations within the plenary meeting, including an indication of the terms of reference given to the visitor who would conclude the exercise (see *infra*).

Variation

The restructured DS Notes for Session 64 in 1979 incorporated an alternative method for the selection of the subject (see *infra*) and gave the Directing Staff the option of devoting their initial briefing of Chairmen and Secretaries to an explanation of the possible selection methods, reserving the briefing on the substance of the biographies until after the allocation of subjects.

2. The "Select Names" process commenced immediately after the briefing of the Chairmen and Secretaries: the Chairman of each syndicate distributed the biographies papers to his members, impressing upon them the necessity of studying the Thumbnails prior to the Selection Meeting which was variously held 1-3 days later. Up to and including Session 40 in 1971, the bibliographies for all subjects offered were made available to all members at this time in order to give an indication of what material was held on each subject. This practice was discontinued in Session 41 and subsequently, as it was considered that members' choices were being unduly influenced by the differential volume of holdings on subjects.¹

The Selection Meeting itself was, as at Henléy, of about one hour's duration: each syndicate was required to prepare a list of five or six subjects from the set of Thumbnails and rank them in order of preference prior to submission to the DS in charge of the biographies. The "categories" of subjects do not appear to have been taken into account in this process at any session until their abandonment in the early 1970s (cf. Henley). In 1978, two members of the Directing Staff experimented with an alternative

¹ For a period immediately preceding this change the Thumbnails had been referenced by page to the bibliographies, a factor which cued members to explicitly consult the latter.

method of selecting subjects for study. This method was intended to provide a useful experience of *consensus seeking*, as it was felt that chairmen frequently took the "soft" option of a majority vote rather than seeking genuine consensus. The method involved:

- members meeting in pairs to agree on a short list of five subjects,
- pairs then coalescing into fours to agree on a short list of five,
- the whole syndicate then attempting to agree on a final list.

(Australian Administrative Staff
College, 1979b:1)

This method was formally added to the DS Notes for Session 64 in 1979¹: in proposing it as a useful technique for "Select Names", the authors included as background a note on "Synergy and Consensus-Seeking",² and later expressed the view that this was one facet of the more general operation of syndicates which required constant monitoring.

Variation

In the early 1970s, it became apparent that what were termed the "quieter members" posed something of a problem for syndicate chairmen: despite the best efforts of chairmen and Directing Staff, some reticent members offered little to their syndicates and were falling short in their own development in the College community. This was brought to a head in Session 50 (1974) and the problem alleviated by the DS in charge of the biographies requesting the Chairmen to draft their "quieter members" into one sub-syndicate.³ This was peculiarly opportune, as it had only been in the previous year that the biographies had been placed in the second half of the

1 It had previously been described in an "Annex" to the DS Notes.

2 Taken from *The 1973 Annual Handbook for Group Facilitators*, published by University Associates.

3 In response to a suggestion from two Chairmen.

course - thereby affording the chance of rectifying such of these problems as had emerged in the early weeks of session. The splitting of syndicates was nevertheless regarded as something of an experiment, and was confined to one syndicate only, the original intention having been to extend the idea if its effectiveness was proven in the longer-term. Over the succeeding twelve sessions, however, the procedure remained confined to a single syndicate - both parts of which studied separate biographical subjects - and then fell into disuse from Session 62 (1978) to Session 67 (1980), even though the restructured DS Notes for Session 64 in 1979 formalized the concept as follows:

Where a Syndicate Leader feels it appropriate, the Dean may accede to a request that one syndicate split into two smaller groups, which each study a separate biography.

(Australian Administrative Staff
College, 1979b:1)

The method was, however, only used on one further occasion, that being in the penultimate session in which the biographies were used in the Advanced Course (Session 68, 1980). The opinion was expressed by a number of the Directing Staff of this period that the new procedures which were introduced as a consequence of the 1976 "Moondah Conference" to encourage more adequate preparation of nominees, coupled with the use of other techniques aimed at improving interpersonal communication were instrumental in reducing the need for the split syndicate.

3. The allocation of subjects was generally consistent with syndicate's first choices, and although there was seldom any duplication amongst these, there were occasional sessions when syndicates were allocated a subject of lower priority "to take account of the need for variety in the type of characters which will come to be presented at the *Presentations*" (Australian Administrative Staff College, 1975c:2). The allocations were normally published shortly after the Selection Meetings.

4. The guidance on bibliographical research techniques and selectivity in reading given to the Chairmen and Secretaries during their briefing by the Directing Staff was supplemented at this stage by consultation with the College Librarian. As the DS Notes for Session 69 in 1980 put it:

This is designed to encourage a purposeful selection of materials, ease of access to further research sources, and a heightened awareness of the services provided by a professional librarian.

(Australian Administrative Staff
College, 1980b:1)

This was one aspect of the methodology of the Mount Eliza biographies which was consciously developed over time: in the early sessions Syndicate Secretaries customarily drew from the Library all the material held on the allocated subject, and there was little attempt to guide members' reading. To be sure there were relatively few sources in those early years, and it was only when the biographies collection reached its 1964 level that there was a real need for selective use of the material. In the later years of the biographies there were isolated but corroborated indications that the consultations with the Librarian were well-regarded by Syndicate Chairmen, especially in so far as they assisted the planning of the work of syndicates.

5. The "Organize" period - the equivalent of the Henley "Opening Meeting" - was invariably a key factor in the effectiveness and efficiency of the biographies. As indicated under item No.1 above, it was incumbent upon the Chairmen to ensure that all members of their syndicates thoroughly understood the objectives of the biographies, outline the methods by which these objectives were to be achieved, and ensure an equitable reading load amongst syndicate members. This latter task was facilitated greatly by the process of consultation with the Librarian alluded to earlier, this process also doing much to ensure that members were exposed to an adequate variety of approaches by different biographers

(Australian Administrative Staff College, 1980b:2). These two aspects - equity in workload and diversity of evidence - received support from the latter-day policy of distributing to syndicates only a selection of the main titles together with copies of relevant short articles and a summary statement about the subject taken (usually) from an appropriate Dictionary of Biography.

Variation

For Session 66 in 1979, as an experiment, there was a brief talk at the beginning of the "Organize" period. This was given by one of the senior members of the Directing Staff, and although of only twenty minutes duration, it was designed to complement the brief in capturing the spirit and scope of the study (Australian Administrative Staff College, 1979b:1). This experiment was continued the following year in Session 67, but then abandoned on the grounds that it did not appreciably add to the quality of the exercise.

6. Following the organization of members' workloads for the biographies, a period of two weeks was originally allocated (Session 1) for the completion of their initial reading. With the progressive reductions in the duration of the course overall, this period was gradually reduced until in the last session in which the biographies were used (No.69, 1980) one week was allowed for this phase.
7. There were originally five syndicate periods¹ devoted to verbal reporting by members on their reading together with analysis of the subject in line with the current specific objectives of the biographies and synthesis of the final report. The shortening of the course to eight weeks led (in the late seventies) to a reduction to four such periods, a reduction which further increased the need for selectivity in reading, particularly in

1 Generally of 1½-2 hours duration.

relation to any research additional to the initial work allocated. The "Consider Drafts" period evolved as an extension of the normal syndicate meetings, and provided an opportunity for the members to reconsider their subject as a whole and particularly in relation to the guidelines given by the College. The Directing Staff's role in this meeting was to ensure that the overarching objective of the biographies - as noted in item 1(a) above - was drawn out in discussion. The report itself was required to be less than 2500 words, and in addition to the parameters given in the current *brief* was to include detail of the subject's life only to the extent necessary to illustrate the syndicate's assessment of their subject (Australian Administrative Staff College, 1980b:1).

8. The Chairmen's Presentation Speeches in plenary session were originally each of ten minutes duration (instead of the usual eight minutes for other parts of the course). By 1973 this period had, however, been reduced to "six to eight minutes", and continued as such for the remainder of the life of the biographies. Almost invariably these speeches were straightforward distillations of the syndicate reports, however occasionally there emerged an innovative approach: one such, which endeavoured to relate the subject (Macquarie) and his times to contemporary political figures and events, is included as Appendix E.

9. Following the Henley pattern there was no discussion following the Chairmen's Speeches, but rather a College visitor was invited to speak to conclude the biographies. The following extract from the DS Notes for Session 1 in 1957 summarizes the original philosophy behind this feature of the biographies exercise:

... A visitor of some distinction will be invited to come and wind up the proceedings. He will have read the reports, but will be widely briefed and may take any line. He may for instance talk in the abstract on aspects of senior administration, he may talk about eminent men he has observed, or he may discuss points arising from the reports and speeches.

(Australian Administrative Staff
College, 1957b:2)

This approach clearly displays its Henley heritage and was preserved over the life of the biographies. As at Henley, the various visitors did in fact adopt each of lines instanced - sometimes in isolation, at others in combination.

In extending invitations to such visitors, the *brief* as given to members was complemented by an outline of the key aspects of the College's approach to the biographies and emphasized that members were not expected to write biographies in the accepted historical sense:

The College is more concerned with the level of discussion prompted by the material than in establishing the 100% veracity of evidence on which the discussion is based.

(Australian Administrative Staff
College, 1979b:Appendix)

The advice to visiting reviewers indicated that the pressures of time available for the biographical study might inhibit both the amount of research possible and the complete discussion of the evidence provided by conflicting writers. As many of the visitors were either academics or had academic backgrounds, a cautionary note was included on the College's encouragement of any syndicate which wished to attempt an innovative essay¹ which bore little relation to the style of an academic researcher, and the advice concluded on the following note:

Syndicates are invited to argue (at least in part), that the study of historical characters provides few lessons for managers today, since the social environment is quite different.

(Australian Administrative Staff
College, 1980b:2)

The complete list of visiting reviewers included as Appendix G indicates that the College was concerned to draw upon a wide range of backgrounds and experience. Whilst a number of historians such as Dr. (later Professor) Douglas Pike, Associate Professor

1 One such innovative approach (on Hughes, from Session 68 in 1980) is included in Appendix F.

Kathleen Fitzpatrick, Professor Gordon Greenwood, and Professor Manning Clark figured prominently amongst the visitors, the most frequently invited reviewers included Dr. (later Professor) Leonie Kramer¹ and Mr. F.J. Howard, whose respective fields at the time were English and Journalism.² Administrators were also represented amongst the visitors, and on rare occasions senior members of the Directing Staff served as reviewers.

In their reviews, some of the visitors showed the influence of their disciplines. This was particularly true of the historians, from some of whom would come criticism of a syndicate's failure to give sufficient attention to the early youth of their subject:

The early years of life are always intensely important in biographical study.

(Fitzpatrick, 1958:1 and 7)

The historians would, fairly typically, indict syndicates for an imbalance between description and analysis, maintaining that as a consequence the *implications* of the facts given did not come out. They appeared to consider that, as in the academic sense of biography as a form of history, it was crucial to wring out of facts all the significance they will yield.³ Other reviewers - including some historians - were more positive in their comments. Douglas Pike, for example, would customarily draw out what he saw as the "common denominators" in the four biographies studied in a session, and would extrapolate from biography as a *genre* to administrative practice. A suggestion characteristic of Pike was that: "If it is hard to assess a personality through the record of a wide spread of his biographers and of historians generally, how much more difficult it is for you, as individuals, to estimate your men." (Pike, 1965:1).

-
- 1 Subsequent to her role as College visitor for the biographies, Dame Leonie Kramer.
 - 2 Howard was a leadwriter for the Herald and Weekly Times Ltd., and an author in his own right.
 - 3 An example of a typical historian's review is included in Appendix H, together with the report which occasioned it.

Whilst some of the reviews were - at least in part - inconsistent with the College's approach to the biographies, prompting occasional tightening of the visitors' guidelines, other reviews offered constructive comments which ultimately influenced the style of the biographies. A noteworthy example of this latter group of reviews is in Leonie Kramer's comments at the end of her talk at the Biographies Presentation in Session 33 (1968):

In structuring biography there is a need for:

- 1) recognition of the incompleteness of facts,
- 2) perspective - that is, it is important to see the man against his private and public background, and
- 3) interpretation - which involves an attempt to discover the organizing principle of character, and this means taking into account a man's critics and the nature of their criticism.

There are at least two lessons to be learnt from all biographies studied:

- 1) their incompleteness - their fascination because of the inconsistencies and unpredictability of human behaviour; they are exercises in detection to which there is no simple solution,
- 2) the need, certainly in positions of authority, for delegation, and also perhaps for what might appear to be ruthlessness. One of the great ironies of leadership is that in order to be a leader and in order to be great, a man must be convinced of his own rightness; and for this very reason he is at the same time always in danger of being wrong.

Each syndicate dutifully recites the lessons to be learnt from their biographical studies. But it is necessary to remember that administrative machinery, no matter how carefully devised, is always endangered by its operators. Administrative processes are constantly being frustrated by the characters of the men engaged in them. This, perhaps, is the real lesson to be learnt from the study of biography - that one must learn to recognise not simply problems, but kinds of persons.

The then Director of Studies suggested that these comments be incorporated in the DS Notes, and whilst this suggestion was not taken up, the comments were used informally by some of the Directing Staff in their Briefing of Chairmen and Secretaries and, for one now retired member, served to "change the whole complexion of the biographies".

In addition to the syndicate reports on the biographies which are contained in Appendices E, F, and H, a further set of these reports is included in Appendix I by way of illustrating the most tangible output of the Mount Eliza methodology. Although the reports which are included relate only to three biographical subjects - Roosevelt, Macquarie, and Monash - and accordingly represent only a small proportion of those actually reviewed in the course of the fieldwork, the sample is indicative of the standard of the reports in each bracket reviewed. The sequence of reports on Roosevelt and Macquarie, in particular, illustrate the nature of some of the problems discussed in this chapter and the extent to which the remedies applied toward the end of the biographies life were successful in overcoming these problems.

A CONCLUDING NOTE ON THE MOUNT ELIZA BIOGRAPHIES

The history of the biographies at Mount Eliza may be seen as marked by the countervailing effects of, on the one hand, a *static* quality in the biographies programme itself, and on the other, pressures for *change* in the course overall. Unlike the biographies at Henley, there were relatively few changes in the specific ends, content, or methodology in the biographies in their Australian setting - certainly nothing approaching what in the more general educational arena would be termed "curriculum development." Against this, the pressures for change experienced by the College, particularly with respect to the duration of the course as a whole, ultimately proved too much for the biographies continued existence. The demise of the biographies may well have been hastened by the partial rejection of the Henley tradition on the part of the newer generation of staff at Mount Eliza, although evidence on this point is only marginally better than circumstantial.

Along with the Henley biographies, the Mount Eliza experience is addressed in Chapter Four through the pattern of themes which is detectable in both cases. It is to this that the thesis now turns.

CHAPTER FOUR

THEMES IN THE BIOGRAPHIES AT THE ADMINISTRATIVE
STAFF COLLEGES: POINT AND COUNTERPOINT

CHAPTER FOUR

THEMES IN THE BIOGRAPHIES AT THE ADMINISTRATIVE
STAFF COLLEGES: POINT AND COUNTERPOINT

In developing a pattern of themes which accurately reflects the biographies at Henley and Mount Eliza, it is important to consider not only the extent to which they have accomplished their ostensible objectives but also the way in which they have contributed to the more general concept of *administrative socialization* which is inherent in the use of biography in such contexts. To be sure, the primary concern is with the way in which the biographies and the other elements of the Colleges' programmes together prepare members for the general management role in which they must bear responsibility for themselves, the work of others - particularly of functional specialists - and for the overall growth and development of their organization, however in as much as the biographies represent an extension of the natural administrative learning processes basic to the *developmental experience* within, and external to the Colleges as developmental communities, it is crucial to consider the biographies in both microcosm and macrocosm.

THE MORAL DIMENSION

Of its nature, the developmental experience is concerned with changes in a manager's knowledge and skills, but also with the affective domain of moral qualities. Certainly at Henley and to a lesser extent at Mount Eliza, the range of subjects offered a broad spectrum of cultures against which to compare the values inherent in

those from which members emanated, although the effectiveness of such cross cultural comparisons was largely a function of the degree of balance achieved through the process of allocating subjects amongst the syndicates of any one session. The general developmental effect of these comparisons (see also *infra* on "depth") may, in an era of increasing transnational operation, be seen to be of more specific utility in heightening the sensitivity of members to differing value systems, a point made in the briefings at both Henley and Mount Eliza. The biographies have also been instrumental in the affective area in drawing attention to changes in moral outlook over time, and members of both Colleges were directed to address this issue in the course of studying their particular subject.

Although this point will be developed later, it should be noted here that the biographies had a personal dimension inasmuch as they also focussed on how an administrator solves the conflicts between his private needs and his public or organizational duties. In so doing, the biographies went beyond the cataloguing of the ethical outlooks of the subjects into giving members pause to contemplate the factors which affected their own ethical decisions: the heuristic effects of the syndicate method were of particular importance here.

MENTAL CLARITY

The methodology of the course as a whole - at both Henley and Mount Eliza - fostered mental clarity in the broad sense amongst the members of each session, however the particular aspects of mental clarity to which the biographies may be seen as *potentially* contributing

included *firstly*, an understanding of what constitutes a philosophy of management and an awareness of the consequences of such a foundation for the practice of management, guidance toward achieving which was included in the briefings implicitly at Henley and explicitly at Mount Eliza. *Secondly*, an awareness and analysis of the theoretical propositions which underlie statements of fact, historical accounts of events, and evaluations of administrative actions:¹ this aspect underlay the biographies at both Colleges. *Thirdly*, an idea of how propositions about reality may be tested qualitatively: although Mount Eliza later stressed the "quality of discussion" generated by the biographies above the ends and means of verifying evidence, this aspect did characterize the biographies for much of their life in the Australian College and continues to exercise an influence at Henley. In the *fourth* place - and quite fundamental to the biographies in both settings - mental clarity included a comprehension of the processes of evaluation and of what might be termed "meta-evaluation", or the ability to judge when evaluation is required. *Finally*, the organization of experience to give an overall clarity to life as an administrator, particularly at the level of general management: clarity here embraces the emotional, the moral (see *supra*), and the purposive, as well as the purely instrumental clarity considered above.

1 For example, knowing that the simple statement, "President Roosevelt was doing a good job", involves an implicit theory of the presidency and of the prevailing domestic and international affairs. Similarly, knowing that the factual statement, "On 1st January 1810, Macquarie assumed his powers as Governor of New South Wales", carries the implication that Macquarie's chance of distinguishing himself in the world came when he was fifty and in poor health; he was a man with no time to lose if he was to make his mark - a point which may help to explain some of the risky short cuts he took - his determination to "build Rome in a day", and his impatient and arbitrary ways when he met opposition.

Again, this aspect appears to be axiomatic in the biographies at both Colleges.

Despite the *prima facie* nexus between these aspects of mental clarity and the biographies, the case evidence¹ reveals a certain confusion on the first four elements: there are indications of a measure of opaque thinking on the nature and uses of managerial philosophy, substitution of implicit theory for explicit theoretical statements, ignorance of and/or ignoring verification procedures for general theoretical statements, and subjective evaluation without apparent criteria.² Nevertheless, on the last aspect, the "organization of experience", the potential of the biographies appears to be realized in full measure. The contribution of the biographies in each of the Colleges to the organization of experience is perhaps best viewed as a pattern of sub-themes: these are explored separately in the following sections, but it should be recognized that the sub-themes are functionally interrelated as parts of the more general fabric of organization of experience within the overall pattern of themes.

1 Primarily the outputs of the biographies programmes - the syndicate reports, chairmen's presentation speeches, and visiting reviewers' commentaries - cross-validated as far as possible with other written and verbal evidence.

2 To these might be added confusion between imaginative and logical thought.

JUDGMENT AND TIME PERSPECTIVE

In many cases, the background of the functional specialist - in terms of both education and experience - is unlikely to have conveyed any sense of historical panorama or any idea of a continuing tradition outside their functional speciality. A great many such managers, though they may possess a considerable amount of disconnected information, have little idea of an historical or ideological pattern or process; with little training in the testing of opposing views against reason and existing judgments - except within the confines of their specialization - their judgments are frequently made according to the promptings of those group-apothegms which come first to mind (Elbing, 1961). In a similar vein there can, in these cases, be little real sense of the future, with the consequence that there will be a temptation to live in a constant present.¹

Among other things, then, the study of biography in the mould of the Administrative Staff Colleges may serve as a countervailing influence by giving a sense of tradition and, within limits, a concept of an ideological framework. This in turn improves consistency in thinking and confers on individual opinions a larger "meaning": it provides an exercise in making judgments and a sense of time perspective.

1 These background factors may account, at least in part, for some of the confusion on the first four elements noted under "Mental Clarity" above.

A "PLACING" FUNCTION

Before identifying the nature of this sub-theme, there are two distinctions which need to be kept in mind: *first*, the experience of studying biography using the Henley-Mount Eliza approach - like almost every other kind of experience - will have different effects on different people. No evidence could be found in the biographies programmes at either College to indicate that account was taken of the wide range of values¹ affected by the personality, intelligence and experience of the various members. A *second* preliminary matter is the time period considered: the effect of studying a biography is almost certain to be different at the time of studying it to later when its effect, if any, has been assimilated into the main body of the developmental experience and its aftermath.

Allowing implicitly for these distinctions, the biographies may be seen as contributing to a "placing" function, that is, the placing of the individual in a broader and more complex world, with a greater variety of cultures, people, and experiences than he might otherwise contemplate. This placing function, in turn, can be seen to be composed of two parts:

- (a) *orientation* - which from the point-of-view of the biographies would involve a picture of the variety of life,

¹ In terms of either their specialization or their place in Rapoport's tripartite scheme.

particularly in the administrative field;

- (b) *perspective* - that is, an understanding of where a biographical subject fitted into this situation.

These two parts combine to give the placing function of the biographies both cultural and individual dimensions.

As Mead (1956) indicates, an individual learns about himself partly through comparison with other people, and it would seem plausible that the biographical subjects serve this function. The vicarious experience gained by members of both Colleges may thus be held to provide them with a basis for comparison, leading through a process of self-discovery (consistent with the heuristic methods of the syndicate) to an understanding of their own identity.¹ The more complex, deep, and accurate the portrayal of the biographical subjects, the greater the opportunity for members to learn about themselves through identification and contrast. The selection of the content of the biographies, particularly in relation to which sources to acquire and which to avoid is, accordingly, of prime importance here, however the evidence fails to disclose any thorough-going programme for the critical appraisal of sources in the light of this function - in either College.

As the evidence seems to suggest, there is a potential problem associated with this facet of the placing function. There is a risk - a risk which, at Mount Eliza at least, was realized on occasion - that

¹ Analogous to the objectives of reducing the size of the "Blindspot" and the "Unknown" cells in the Johari Window (Luft, 1969).

instead of a member learning about himself, the biographies "taught him how to be someone else" through inducing him to ground his outlook more on the values and experience of the biographical subject than on his own.

ROLE REHEARSAL

From the point-of-view of Rapoport's conception of role rehearsal (1970:61 - see *supra*), the biographies may be seen as illuminating some of the key roles, responsibilities, and effects of chief administrators such as (following Lloyd, 1964:41-43):

- . responsibility for the unity, continuity, and health of an organization;
- . direction of the overall aims of an organization;
- . imparting to an organization something of the administrator's own personality which may "make" (or "break") the organization.

The efficacy of the subjects obviously varied in this respect, and indeed the presence of some subjects on the inventories at both Colleges was occasioned by rather different motives (see *infra*). However in models of the sort typified by Melchett, Ford, and Chamberlain (at Henley), Monash (at Mount Eliza), and Pepys, Curzon, and Roosevelt (at both Colleges), lies the value of the biographies for role rehearsal: what was seen by Plato as "the arousal of emotion".

Toward contributing to role rehearsal, subjective appreciation and objective analysis merge in the biographies toward a common end: that of developing in members an *understanding* of the challenges and opportunities which beset the administrator and the patterns of effective (and ineffective) administrative response. Inherent in the lives of the various subjects are lessons in:

- . effective (and ineffective) delegation;
- . administrative timing (and mistiming);
- . building the physical and human framework of enterprise;
- . effective and efficient procurement, utilization, and control of resources (and deficiencies in these areas);
- . adaptability to, and adaptation of, the external environment (and lack of adaptability and adaptation);
- . flexibility of decision making style contingent upon particular situations (and rigidity of style);
- . foresight (and myopia) in planning.

The parenthetic notes above are consistent with the intent of the biographies: from their inception in each College they were seen as Janus-faced, offering both positive illustrations of sound administration and "cautionary tales" of deficient practice - the "aspects admirable or otherwise" noted in the terms of reference.

The value of some of the subjects at each College lay not in their achievement of high administrative office, but in the lessons which they afforded on how to work through others, and thus retained some relevance to the concept of role rehearsal. Nightingale, Octavia Hill, the Webbs - these were not "great" leaders, but in their leading

of others lies much sound guidance for present-day administrators.

"DEPTH"

The study of biography in the Henley and Mount Eliza tradition tends to give a sense of "depth", here interpreted in three guises:

- . a search for the human significance of an event or state of affairs;
- . a tendency to look at wholes rather than parts;
- . a tendency to respond to these events and wholes with a sense of identification.

The various formats in which the biographies have been used in each College have obliged members to read intensively and extensively of their subject and his era, to inquire into the plethora of influences which bore upon his actions, and to discuss their findings with other members. With increasing interest in their subject and competence in the biographical approach, this formal pattern was not uncommonly extended to include outside visits and investigations to obtain additional information.¹ In thus "living" with their subject as Lloyd (1964:40) puts it, members could not proceed very far without encountering problems of organization and disorganization, of industrial and public relations, of interpersonal skills or deficiencies, of the perception and penetration of markets, of innovation, change - and their management, of financial preoccupations,

¹ Such extensions included library and/or archival work, visits to locations of peculiar significance in the subject's life and, in isolated instances, interviews with descendants of the subject.

achievements, and manipulations, and of delegation, both effective and ineffective. Even if some of these issues were not appreciated consciously, their occurrence in a specific *life* assisted the integration of the diverse aspects of the courses overall through vicarious experience.¹

A POSTSCRIPT TO THE THEMES: A CRITIQUE OF CONTENT AND GENERAL APPROACH

In offering a postscript to the themes by way of a critique, there are two areas which deserve particular comment: content and the general approach. *Firstly*, the Henley and Mount Eliza biographies appear to be differentiated within each College primarily by their content inasmuch as the nature of the subjects themselves seems to determine their respective relevances to the developmental experience, notwithstanding the specific objectives of this component.² Some subjects, such as Smuts, represent the efforts of men of experience and action to distill order and pattern out of human affairs as they have seen them. The ideas of such subjects, who, through their various approaches, have achieved no mean results in life and in administration, merit interested attention by the practicing administrator.

1 A view consistent with those put forward by Lloyd (1964:40), Cherrington, P. (1982:1), and Parker (1983).

2 Although there is general evidence from both Colleges to support this contention, it is most clearly illustrated in the loss of separate identity which the Henley biographies experienced in 1972. When subsumed within "Direction", the change in emphasis meant that subjects whose significance lay in areas other than power and responsibility were implicitly excluded, even though they remained formally "on the list".

Certain subjects, of whom Churchill is archetypal, fall into a class which might be labelled "the behaviour of leaders in action". In a very real sense, these are "cases" to be studied and discussed as such. Providing glimpses of the behaviour of men who emerged to prominence in history as leaders, these subjects yield material worthy of consideration against more prosaic as well as other "heroic" backgrounds. Subjects such as Lincoln permit the study at first hand of an historically great administrator at work; others, like Nightingale, reveal some illuminating insights of great "artists" into human behaviour - often deeper and more useful than some of the more arid and even pedestrian administrative subjects.

Some of the subjects - Nehru is a case common to both Colleges - are culturally distant from the proximate settings of the biographies whilst others such as Cromwell and Pepys are far removed in time from the contemporary scene. These culturally or chronologically remote subjects nevertheless serve to remind members that some of the great minds in history, and perceptive people in cultures other than their own, have considered human behaviour in some sense of "organization": administration is not a matter which has just recently captured serious attention or only in the Western World. Such material provides situations well removed from the familiar and in which members may see uniformities which reach across time and also cut deeply across cultures. Alternatively, as the briefings at both Colleges ultimately stressed, members may see that what they thought were great generalisations simply do not hold up, being too specific to one time and one place.

The inclusion of subjects from the armed services is not merely a residual reflection of the Colleges' heritage in the military staff

colleges, but also bears witness to the vast accumulation of organizational and administrative experience in this most ubiquitous form of organized human effort. Not only does the study of subjects such as Kitchener provide a means of access to this accumulated experience - experience which, it should be noted, cuts vertically and long across time and horizontally and wide across cultures¹ - but others such as Monash offer additional illustrations of basic tenets, including the transferability of managerial skills.

Despite this differentiation, the biographical subjects in general carry a strong connotation of what Hook (1943) referred to as the "hero",² even though neither Henley nor Mount Eliza eschewed generalization to the extent of the "Great Man" thesis. This raises the *second* issue: that of the general approach taken by the Colleges to the biographies. As suggested above, the Colleges' approach does not quite constitute methodological individualism - at least in the sense advocated by Popper (1961),³ but it bears something of that perspective's hallmarks. The values inherent in the Henley and Mount Eliza approach to biography are reminiscent of those put forward by Tuchman (1981:81): it encompasses the universal in the particular,

1 In line with Galtung's (1969) *desideratum*.

2 In either of the senses of this term used by Hook: the "eventful" man or the "event-making" man. There are no subjects from what Davies (1967:162) describes as "the wide ground in the middle" between administrators who have evoked several biographies and those who have stimulated none. Davies includes in this last category those whose only "biographical" record is in the form of psychiatric files.

3 Popper equates methodological individualism with "the quite unassailable doctrine that we must try to understand all collective phenomena as due to the actions, interactions, aims, hopes and thoughts of individual men" (1961:157-158).

it is a focus that allows the narrowing of a large field to manageable dimensions thereby facilitating comprehension. Tuchman's phrase "biography as a prism of history" seems very close to the sense of the biographies in the Administrative Staff Colleges.

Drawing upon Carlyle, Mill, Emerson and, from the Twentieth Century, Hook, the subjects of the Henley and Mount Eliza biographies generally may be seen as initiators whose thrust is conditioned by and moulds their surroundings. That is, each subject is *situationally relevant but not situationally determined*: the environment was not "beyond" the subject in the sense that he viewed events as inevitable but rather he saw purpose and possibility as achievable through initiative. This was the theme underlying the approach to biography at both Henley and Mount Eliza, and through it the Colleges appear to have gone at least some way toward resolving the dilemma which Hancock sees presented by the proponents and opponents of methodological individualism:

... one party tells me to have no truck with chaps;
the other party tells me to have truck with chaps but
with nothing else.

(1969:18)

Whilst the approach to the biographies may accordingly be viewed as grounded in a firm and balanced tradition, it must be noted that the origins of this tradition were lodged in Nineteenth Century derivations of the biographies of classical Greece.¹ Such an approach was nonetheless compatible with the aims of the Colleges, and as these aims had been carefully devised in the light of the socio-economic

1 Notably those of Plutarch.

climate prevailing in the decade following World War II, the approach to the biographies was not inconsistent with their overall setting. There still existed at that time a heavy residue of what Garraty (1958) referred to as the "passion of the 'thirties for biography in the style of Lytton Strachey", but it was an interest in the early Strachey as represented by his *Eminent Victorians* (1918) rather than in his later works in which he displayed the influence of Freudian psychology. In their approach to biography both Colleges preserved this residue intact, and avoided drawing upon any of the "scientific"¹ perspectives on biography which had begun to emerge in the 1930s under the influence of psychoanalysis, personalistic psychology, and Gestalt psychology, and which had gained wide acceptance by the time each College came into being. Similarly there was no attempt to utilize Dollard's *Criteria for the Life History* (1935) and its exploration of the interface of biography and social science, despite the fact that Dollard's advocacy of *systematic* biography on guidelines springing from cultural anthropology and clinical psychology was very close to the overarching objectives of the Henley and Mount Eliza biographies.

That both Colleges continued to adhere substantially to their original approach to the biographies seems somewhat paradoxical when considered against the Colleges' overall patterns of adaptation and change, not only in response to pressures from the environment but also in supplementing their basic pedagogical stance with newer heuristic and didactic techniques. Just as their original biographical approach ignored many of the alternative approaches, so too was the

1 The term is Nicolson's (1928).

subsequent history of the biographies marked in both Colleges by a singular avoidance of later developments in applied biography. There is, for example, no later acknowledgment of the mass of literature on psychological biography, or recognition of the various systematic frameworks created because of the difficulties of accommodating the full immediacy of the individual life to the increasingly abstract understanding of administrative structures and processes. Edinger's work in this area is peculiarly susceptible to adaptation to use in post-experience programmes of the sort typified in the Administrative Staff Colleges:

By committing ourselves to explicit constructs and models we sacrifice *a priori* some of the concrete and unique aspects (of a subject), and slant our investigation towards those aspects of the subject's activities which can be isolated for comparative purposes ... A biography is a case history which, together with similar investigations of other men, should move us towards comparative generalizations about the success or failure of similar individuals in different situations and different individuals in similar situations.

(Edinger, 1964:424)

Edinger's essay culminates in an exhaustive checklist of items to assist putting oneself in the place of a biographical subject, a device which would have added a further dimension to the Henley and Mount Eliza biographies without detracting from their basic intent.

Similarly, just as there had been no apparent interest on the part of the Colleges in Lasswell's (1930) delineation of the work style of administrative leaders, there was later no attempt to apply Davies' (1967) "Concept of Administrative Style" - the first systematic survey of research in politics, psychology, and sociology

aimed at attaching some precise meaning to this term - even though at the time Davies' work appeared, conditions at both Colleges were such that a style approach may have conformed very well to the high-priority "leading edge" of demand being experienced in both Britain and Australia. The appearance in 1970 of Holmes' paper "Administrative Style and Sir John Monash" was, however, afforded recognition to the extent that it was subsequently included in the bibliography of Monash at Mount Eliza, but there was no attempt to subsume Holmes' style perspective within the overall approach.

PART I - EPILOGUE

Until now, the thesis has been largely descriptive in an endeavour to present all the material necessary for understanding the relevant aspects of the two case studies and to propose an interpretation of their main themes and their interrelationships.

As yet there has been only passing reference to some of the alternative perspectives on the role of biography in the development of administrators, and it is to this end that Part II broadens the focus and examines other standpoints. In this way it is hoped to throw more light on the matters already discussed and to make a contribution to the more effective use of biography in the future.

In concluding this Part, the first four propositions noted in the "Introduction" are reiterated as summarizing the work so far:

1. The emergence of the Administrative Staff Colleges of Britain and Australia as developmental communities was predicated by the evolving need to bridge the role discontinuity between functional and general management.
2. In these developmental communities, biography was cast in an integral though supporting role in the overall pattern of administrative socialization through heuristic methods.
3. The approach adopted to biography in these Colleges reflected the lack of an integrated, consistent theory underpinning the educational use of biography, reducing the potency of the biographical approach in the developmental experience.
4. The approach to biography in these Colleges has not been sufficiently adaptable to maintain its place in the overall pattern of developmental experiences as this has changed in response to changes in the priorities of management development.

PART II

PROSPECTS FOR BIOGRAPHY IN THE
DEVELOPMENT OF ADMINISTRATORS

PART II - PROSPECTS FOR BIOGRAPHY IN THE
DEVELOPMENT OF ADMINISTRATORS

CHAPTER FIVE: CASTING THE ROLE OF BIOGRAPHY: CRITERIA
FOR AN EFFECTIVE PERFORMANCE

CHAPTER SIX: ALTERNATIVE APPROACHES TO BIOGRAPHY IN
THE DEVELOPMENT OF ADMINISTRATORS I:
ADMINISTRATIVE STYLE

CHAPTER SEVEN: ALTERNATIVE APPROACHES TO BIOGRAPHY IN
THE DEVELOPMENT OF ADMINISTRATORS II:
THE INTUITIVE-ANALYTICAL METHOD

PREFACE TO PART II

The analysis of the themes in the biographies at the Administrative Staff Colleges reveals the central nature of the problems surrounding the use of biography in the development of administrators: the need for an integrated, consistent theory to underpin a specific approach - an approach which itself must be sufficiently flexible to allow it to be adapted to changing priorities in management development. This was the main thrust of Propositions 3 and 4 as noted in the "Introduction", and Part II now turns to address the final Proposition:

The realization of the potential of biography in the development of administrators requires a vehicle which, in reconciling the ways in which the various developmental approaches address and serve the administrator, facilitates a shift toward a more effective and flexible context for biography.

Chapter Five will be devoted to developing a set of prescriptive criteria with which a biographical approach needs to comply if these central problems are to be resolved. The generation of the criteria draws upon both the case material in Part I of the thesis and the literature of a number of disciplines.

The thesis then turns to an exploration of two alternative approaches to using biography in post-experience programmes aimed at the development of administrators. Chapter Six examines administrative style as a conceptual base for the first approach, and develops guidelines for applying the concept in the development of administrators together with an illustration of the potential outcome of such an approach. The second approach is an amalgam of the intuitive method with an analytical framework, Chapter Seven providing both an explanation of the theoretical underpinning of this approach and an illustration of its application.

CHAPTER FIVE

CASTING THE ROLE OF BIOGRAPHY: CRITERIA FOR AN EFFECTIVE PERFORMANCE

CHAPTER FIVE

CASTING THE ROLE OF BIOGRAPHY:
CRITERIA FOR AN EFFECTIVE PERFORMANCE

To establish a criterion of any kind it is first necessary to state the purpose for which the criterion is established. In the present case the fundamental purpose of the criteria to be developed is to enable biography to be used to achieve *praxis* - the integration of theory with action¹ - within post-experience programmes aimed at the development of general managers.² No matter how coherent administrative theory may be it cannot be brought into action without a commitment to do so, a commitment which is acted out through the use of intuition and feeling which overcome the bias of theory as it applies to a specific situation. It is this use of intuition and feeling which forms an important facet of administrative responsibility - the missing link between theory and practice. This issue was addressed by Nash (1969:42) in arguing that the increasingly abstract and systematic nature of administrative theory fails to accommodate the full immediacy of the individual administrator's life and its incidents. Nash goes on to recommend the biographical approach as "emphasizing

1 A definition attributed to Lefebvre (1969) and elaborated by White (1973).

2 The purpose contemplates both existing and likely future programmes: none of the scenarios of possible future trends in administration presented in the literature (e.g., Ansoff and Brandenburg (1969), Kahn and Wiener (1969), Ansoff (1974)) indicate any necessary change in the place of biography in management development, but rather serve to reinforce the need for such methods. Ansoff (1974:27), for example, in stressing the continuing need for generic skills and knowledge, recommends a focus on knowledge and skills which will be likely to remain stable throughout a managerial career - the "timeless, enduring background" provided by biography.

the unique characteristics of administrators (and the) role of change and accident in human affairs", and insists that the human element - notably including *responsibility* - must never be overlooked:

... despite a thousand valuable abstract theories about the administrative process, otherwise contact with reality is lost. It is not necessary to embrace Carlyle's 'great man' theory ... to recognize that outstanding individuals can leave an indelible imprint on administration.

(Nash, 1969:42)

In confining the purpose to post-experience programmes of the sort typified by the senior courses at the Administrative Staff Colleges examined in Part I of this thesis, it is not intended to exclude other courses which have an analogous concern with general management. The guiding principle is that courses build upon a significant measure of managerial experience which itself has followed sensitization from either formal learning experience in an academic discipline or exposure to a functional management specialization.

Translating the concept of praxis into operational terms, it becomes apparent that the fundamental purpose of the criteria involves a complex set of more specific purposes touching on facilitating the derivation of insights into the behaviour of administrators, the examination of the students' own generalized prejudgments, and the appreciation of the necessity of bringing values into an administrative situation - values which can only be communicated and justified in the administrator's actions. The set also includes an understanding of how administrators behaved in the past in given circumstances, and encourages reflection upon what kinds of conditions induce what types of behaviour. The common denominator in all the elements in

the set is the formalization of the informal administrative learning process of *modelling*, especially that variant involving self-reinforcement of behaviour by an emulator based on the indirect observation of a model of administrative behaviour - that is, *vicarious learning*.¹

It seems clear that biography oriented toward administration can make important contributions to the development of administrators by *extending the range of variables* considered in the construct of "good administrator". Beyond the immediate purpose of the criteria, greater efforts to appraise administrative qualities might well lead to the formulation of worthwhile hypotheses or broader generalisations, however such matters are beyond the scope of the present thesis.

THE CRITERIA

This conception of the purpose of the criteria enables the avoidance of much of the arbitrariness which might otherwise have permeated the criteria themselves. The purpose and the criteria reflect both the case material in Part I and the literature of a wide spectrum of disciplines.

The criteria are of four types: those relating to the *general approach*, those concerning the biographical subject - *the model*, those associated with the *biographical medium*, and those affecting the *learning method*.

¹ A thread which ran throughout the biographies in the Administrative Staff Colleges examined in Part I.

CRITERIA RELATING TO THE GENERAL APPROACH

The general approach to biography should convey both information and attitudes; that is, it should have both cognitive and affective aspects.

Cognitively, the biographical approach should convey knowledge of the theory and practice of administration as otherwise presented didactically. The approach should facilitate learning about how decisions are made and how the work of administration is accomplished. What is portrayed should not necessarily be "correct" or "the best" administrative behaviour, but it should be real - providing the inherent interest of reality as against abstraction. Accordingly, the first set of criteria is as follows:

Criterion 1 - The general approach to biography should:

- 1.1 develop understanding of the intermingling
in real life of factors which otherwise are
studied as discrete subjects;*
- 1.2 use life materials toward a better understanding
of existing administrative theory;*
- 1.3 convey substantive knowledge.*

Affectively, the approach should provide the "feel" of administrative reality, and develop appropriate affective responses to administrative situations. "Appropriate" here relates to those responses which are rooted in the particular cultural setting of the parent programme and/or those which relate to the special situations, problems, and types of behaviour associated with administration. As an extension of this, the approach should also accommodate those

situations where either the culture offers no guidance on an administrative matter or a cultural norm conflicts with an administrative principle. This gives rise to the second set of criteria:

Criterion 2 - The general approach to biography should:

- 2.1 convey vicarious experience of the pressures, complexity, and other qualities of actual administrative situations;*
- 2.2 show the difficulties of applying administrative principles in real life situations;*
- 2.3 induce active participation in the learning process.*

A further criterion directly related the concept of role rehearsal and which intersects both the cognitive and affective areas noted above is that:

Criterion 3 - The general approach to biography should lead to an appreciation of the wider range of forces that come into play at the higher levels of administration.

The preceding separation of criteria into the cognitive and affective domains is intended to facilitate their later application, however the important role of cognitive mediating processes in the affective appreciation of administrative behaviour should not be overlooked: social learning theory (see *infra*) recognizes and assigns a key role to such processes, particularly in relation to the process of modelling to which allusion has already been made. There is a growing body of literature¹ which suggests that modelling can be

¹ See, for example, Burnaska (1976), Kraut (1976), Bandura (1977), and Latham and Saari (1979). Bandura is most closely associated with the modern view of modelling as a form of learning.

effectively applied to improving human performance, and it is on some of the main tenets of this literature that the following criteria are based.

CRITERIA RELATING TO THE BIOGRAPHICAL SUBJECT

In that the biographical subject constitutes a model, there are a number of factors which have been shown to affect the model's effectiveness in vicarious learning. These are variously associated with the *stimulus properties of the model*, the *type of behaviour exemplified by the model*, and the *consequences of the model's behaviour*, categories within which further criteria are developed below.¹

Stimulus properties of the model: the model's status relative to that of the student has been shown to influence the effectiveness of the model, with high-status models being more imitated; on the other hand, with respect to the model's similarity to the student in terms of age, sex, and occupational area, research indicates that the imitation induced in the student decreases with increasing dissimilarity between the model and the student.

Criterion 4 - The biographical subject should be of high-status and conform as closely as possible to the age, sex, and occupational area of the student.

1 Here, reliance has been placed on Bandura's (1977) comprehensive summary of research in these areas.

Type of behaviour exemplified by the model: the more complex the abilities demonstrated by the model, the poorer the degree of transmittal unless increased exposure to the model is made available; there will be a tendency for the student to take on the type of moral standards exhibited by a model.

Criterion 5 - The student should be exposed to the biographical subject to an extent consonant with the complexity of the administrative abilities exemplified by the subject which is sought to be developed in the student.

Criterion 6 - The biographical subject should reflect moral standards compatible with those which it is intended to induce in the student.¹

Consequences of the model's behaviour: positive outcomes of the model's behaviour, whether in the sense of reactions on the part of others, the achievement of significant goals, or increases in the model's self-esteem, are more likely to result in the transmittal of the behaviour; where it is unclear what consequences followed the model's behaviour, or where the outcomes are negative in character, no significant transmittal will be likely to occur.

Criterion 7 - On balance, the consequences of the biographical subject's behaviour should be weighted toward positive outcomes of a type consistent with the objectives of the parent course; such consequences should be clear and unambiguous.

¹ These standards will presumably be those of the culture and era of the student.

This group of criteria relating to the biographical subject is subject to a number of pragmatic difficulties which are dealt with at the end of the next group on the grounds that these difficulties are common to both the subject and the biographical medium.

CRITERIA RELATING TO THE BIOGRAPHICAL MEDIUM

Whilst a biographical subject *per se* might comply with Criteria 4-7 and be admirably suited to the programme context, the available media on the subject - biographies, personality sketches, personal documents, and other materials - need to be compatible with the parameters of *time* and *expertise* which are respectively inherent in the parent course and the students concerned. As found in the case studies of Henley and Mount Eliza, post-experience programmes of management development are generally under persistent pressures in respect of their duration, despite the need perceived by Rapoport (1970) for *role disengagement*. These pressures emanate not only from the expressed wishes of the client organizations but also from the intensifying need to include new technologies and new substantive knowledge in such programmes. The students in these programmes are likely to be limited in their degree of expertise in either biographical or historical analysis, and their experience in other potentially relevant skills such as psychological interpretation is similarly likely to be somewhat restricted.

It is primarily for these reasons that Dollard's *Criteria for the Life History* (1935) have been discounted here in the search for

standards to be applied to the modelling medium.¹ Not only would their application exceed the time and expertise parameters noted above, but they go beyond the requirements set out in the criteria relating to the general approach. By avoiding a subject's early socialization processes which in any event stand largely outside the concept of vicarious experience, it is possible to escape much of the minutiae of a subject's life and to focus instead on what Davies (1972a) refers to as the "two great blocks of mechanism in the individual" - *outlook and style of work* - which between them cover most transactions of an administrative life. "Outlook" is a somewhat elastic notion, but essentially covers the way in which an individual's value systems mediate his cognitive perspectives,² whilst "style of work" can be taken (following Davies, 1967) as a person's characteristic way of handling given tasks.

1 The criteria espoused by Dollard as listed below are typically a *priori* constructs and exhibit an excessive deference to Freudian psychology (Allport, 1942:26):

Criterion

- I Subject viewed as a specimen in a cultural series.
- II Organic motivation must be socially relevant.
- III Role of family group in transmitting culture must be recognized.
- IV Elaboration of organic materials into social behaviour must be shown.
- V Continuous related character of experience from childhood through adulthood must be stressed.
- VI "Social situation" must be continuously and carefully specified.
- VII Life - history material must be organized and conceptualized.

2 In many respects the term resembles the concept of *Weltanschauung* or "world-view".

Criterion 8 - The biographical medium should:

- 8.1 map the subject's administrative outlook showing, as far as possible, how and when it was built up, but more particularly how it coheres, changes, and helps (or hinders) his career.*
- 8.2 specify his style of work in administration, showing how its main components were assembled, when it set, the situations it fitted best and those it jarred, any modifications to it, and its centrality to his whole career.*

In following the suggestions made by Davies (1972a), this criterion is intended to take into consideration the time and expertise factors discussed earlier: by keeping the total corpus of reading matter to moderate dimensions through judicious choice of focus, biography is brought within the practical scope of the parent programmes.

AN INTERIM NOTE ON SOME PRAGMATIC DIFFICULTIES ASSOCIATED WITH THE
CRITERIA RELATING TO THE BIOGRAPHICAL SUBJECT AND MEDIUM.

Unfortunately, many biographers who have touched on administration have not been rigorous in their analyses. No one has yet attempted to create a model of a "good administrator" and to apply it to a particular subject. As Nash points out:

Treatment of administrative qualities has usually been accidental, an afterthought related to an individual's political activities, statesmanship, or military capacities. But what factors constitute administrative genius?

(Nash, 1969:42)

Even those biographies which do deal reasonably comprehensively with the administrative qualities of their subjects are somewhat sketchy and tend to be limited to objective events: they do not give even the shadow of their subject's administrative life - merely the partially outlined skeleton. The different age and sex groups are very unevenly represented in the relevant biographies, the vast majority being males who were over the age of fifty-five at the time of any significant administrative involvement as recorded by their biographers.

Outlooks in general are not, on the whole, well treated in conventional biography: as Davies complains:

We get a careful enough noting of expressions of opinion on issues as they swim up, but the enterprise of sketching a man's array of opinions right across the board is rarely attempted ... How do we distinguish mere opinions from stable

dispositions ... and these from underlying or basic concerns; make out how one layer supports (or perhaps governs) another ... ?

(Davies, 1972:114)

So too, with style: no sooner are biographers launched on their endeavours than they are borne away on the tepid currents of chronological narrative - they lose sight of their goal which was to "pin down" and account for their subject's style which is of primary interest, and "we end up knowing an awful lot about the trappings of a career, but little wiser about what underlay it" (Davies, 1967:162). Generally, then, what is available constitutes *episodic* biography rather than *topical*.

CRITERIA RELATING TO THE LEARNING METHOD

The "Boswell Formula" represents the keynote in developing a strategy for learning from biography, for even though Boswell perfected his formula with respect to the *writing* of biography,¹ its essence applies *a fortiori* to the process of learning from biographies. In his *Life of Samuel Johnson* for example, Boswell fused the narrative with the "pictorial" and rendered the latter in a "series of photographs" so vividly, and above all so rapidly projected as to convey an impression of continuity, of progression - in a word, of life" (Nicolson, 1928:87). Just as biographers before Boswell had composed "studio portraits" - or at best a series of "slides" - of their subjects, so too do most educational applications of biography present

1 The formula could serve as a criterion relating to the biographical medium, however there are few biographies which even approach the Boswellian style.

relatively static images irrespective of whether they are part of the natural processes of leadership socialization (as noted in, for example, Kennedy, 1967, and Snow, 1944) or within deliberate programmes of management development (as in the Administrative Staff Colleges). An effective biographical learning method in post-experience programmes aimed at the development of general managers should seek to adopt Boswell's formula and present *dynamic images* of the subject: to take the above analogies a little further, what should be sought is more akin to the motion picture than still photographs. Social learning theory again offers some guidance here, as Paige observes:

Biographical studies will ... be benefited by (the) introduction of social learning perspectives as illustrated by the work of Bandura and Walters.

(Paige, 1972:204)

What Paige has in mind here is the balanced synthesis of approaches inherent in social learning theory and which is manifest in the proposition that behaviour is best explained in terms of a continuous reciprocal interaction between cognitive, behavioural, and environmental determinants (after Bandura, 1978:345). Criterion 9 which follows is an attempt to encapsulate within this perspective the dynamic images of the Boswellian formula, whilst again allowing for the constraints of time and expertise discussed in relation to the previous set of criteria.

Criterion 9 - The learning method applied to biography should actively involve students in monitoring the continuous interaction between the subject's knowledge and predispositions, his environment, and his manifest behaviour as an administrator so that a growing cognitive image of the total subject is achieved.

With the social learning approach which is basic to Criterion 9 providing the main focus of attention, other aspects of the learning method emerge naturally. As the pilot work of Maris and Luthans (1980) indicates, when the variables involved are interactive and interpersonal in nature, it is crucial to build a framework to aid the study of the subject's patterns of behaviour over time. Interestingly, this approach had its precursors in the work of Cochran (1953) who constructed a series of categories to aid in the assembling of fragmentary biographical material on major issues, and in the later work of Edinger (1964) on the use of biography in the study of political leadership - even though neither Cochran nor Edinger were conscious adherents of social learning theory in its then infancy. The criterion which follows from this is in some respects a corollary of Criterion 9.

Criterion 10 - The learning method applied to biography should incorporate a framework which facilitates the monitoring by students of their subject's patterns of behaviour over time by classifying his specific administrative responses to particular situations.

In turn, there is an immediate corollary to Criterion 11:

Criterion 11 - The composition of the framework referred to in the previous Criterion should be subject either to agreement in interpretation among independent authorities or to critical evaluation by the students concerned.

The inclusion of this criterion is constructive in either of its alternatives which, for that matter, are not mutually exclusive: even if the framework is structured in accordance with expert opinion, there are pedagogical gains still to be made by using the framework as a focus for student discussion.

It is assumed that the parent programme will include a favourable learning environment which increases the probability of attention, participation, and ultimately attainment of the programme's goals. Whilst the structure of the learning environment specific to the biography element should be compatible with that of the parent programme, it is not intended to include an explicit criterion to this effect, but rather to focus on the motivational set given to students. Research into social learning (e.g., Bandura, 1977) discloses that the type of instructions given to students before their exposure directly (as in observation) or indirectly (as in biography) to a model significantly affects the students' attention, retention, and identification. The inherent characteristics of the biography element, such as intrinsic appeal, novelty, and sense of realism, will provide some support for the initial motivation, but should not be substituted for it as their full impact will almost certainly not emerge until the

biography is completed. The completion of the biography should seek to reinforce the element within the parent course by drawing out the relationships between the two and establishing clear linkages on key issues.

Criterion 12 - The motivational set given to students should:

- 12.1 at the outset include an increased susceptibility to the influence of the biographical subject by inducing a transient motivational state of increased dependency on the biography for the achievement of overall development goals;*
- 12.2 such dependency being borne out in the debriefing of students at the conclusion of the biography.*

It is contended that substantive compliance with this set of criteria should produce an approach to biography which enables students to "get the feel" of actual administrative situations, to appreciate the particular forces that significantly affect the flow and the outcome of administrative processes, and to understand the situations and outlooks of the biographical subjects so well that they can "imagine themselves in their place". Consistent with the purpose of the criteria, such an approach may have three possible effects:

1. A *modelling* effect - involving the transmission of response patterns not previously present in the student's repertoire.
2. An *inhibitory* or *disinhibitory* effect - reflected in an increase or decrease in the frequency, latency, or intensity of previously acquired responses that are more-or-less similar to those exhibited by the biographical subject.

3. A possible *eliciting* effect - in which the biographical subject's responses serve as cues for releasing similar responses that are neither entirely new nor inhibited as a result of prior learning.

In any of these cases, patterns of behaviour are typically acquired in large segments or in their entirety, rather than through slow, gradual processes, further complementing most post-experience management development programmes, but particularly those concerned with the development of general managers.

There is a *psychological* advantage in the intrinsic interest of "the specific example" as against didactic statements of general principle (which the example may nevertheless support), and *analytical* advantage which lies in the sharpness and meaning given by actual situations - the escape from the sterility and aridity of pursuing study unrelated to a world of flesh-and-blood people. It is to these advantages that the thesis now turns in exploring two alternative approaches to biography within the framework provided by the criteria established in this chapter.

CHAPTER SIX

ALTERNATIVE APPROACHES TO BIOGRAPHY IN THE DEVELOPMENT OF ADMINISTRATORS I: ADMINISTRATIVE STYLE

CHAPTER SIX

ALTERNATIVE APPROACHES TO BIOGRAPHY IN THE
DEVELOPMENT OF ADMINISTRATORS I: ADMINISTRATIVE STYLE

This chapter is concerned with exploring one avenue through which the criteria identified in Chapter Five may be satisfied. The avenue selected - *administrative style* - borders on the approaches used at Henley and Mount Eliza and intersects the paths taken by Dale (1960), Neustadt (1964), and McGregor (1967). The exploration is based upon a map of the various approaches which have been taken to the concept of style in the literatures of administration, politics and, to a lesser extent, psychology. This map is then interpreted to yield a more specific guide for using the concept of administrative style in post-experience programmes of management development, and the chapter concludes with an extended illustration of the potential outcome of using such an approach by presenting a comparative analysis of the administrative styles of Dr. H.C. Coombs and Sir Henry Bland. The chapter is punctuated from time-to-time with evaluations of the style approach against the more significant criteria presented in the previous chapter, although it should be noted that those criteria which relate to the parent course will not be explicitly applied.

APPROACHES TO THE CONCEPT OF STYLE

Much of the contemporary literature touching upon "style" attributes the origin of this concept to Lasswell (1930), and there is no attempt to acknowledge the intellectual debt which is owed to Plutarch who, in his *Lives*, gave "life" to this concept:

Painters get their resemblances of portrait with subject from the face ... that is where character shines out and so they pay little regard to the rest of the body. In the same way we must be allowed to penetrate into the manifestations of the soul and by their aid to create a picture of each individual life, leaving to others all the great exploits and the struggles.¹

To Plutarch, a man's pattern of actions - the "manifestations" to which he refers above - reveal his character, but his works make amply clear that a spotlight on the "hero" will reveal nothing; the whole stage, scenery and actors, must be illuminated if he is to be seen for "what manner of man he is". Throughout his *Lives* Plutarch was concerned to convey only that which assists an understanding of his subject's character and disposition - what is lately construed as "style".

Nonetheless, Lasswell may legitimately be regarded as the latter-day progenitor of the concept of "style", his efforts to isolate the factors which distinguish among individual political practices representing a benchmark in the area:

¹ Part of this passage is quoted by Boswell to support his own method of biography (*Life of Johnson*, i:21), see Chapter Five.

How has the individual acted as a subordinate when confronted by superiors of various kinds?
 ... How has the individual acted as a superior when confronted by subordinates of various kinds?

(Lasswell, 1930:234-235)

Lasswell extends his concern with political practices to the individual's characteristic forms of expression, mode of thought, and political interest. From the standpoint of this chapter it is noteworthy that Lasswell draws a clear distinction between an individual's "most effective style" and whether the range of his style is wide or limited - reminiscent of Reddin's later concept of "style flexibility" (see *infra*). Again of interest here is Lasswell's schema for analyzing an individual's decision style which, whilst having something of the flavor of the continuum subsequently developed by Tannenbaum and Schmidt (1958), goes beyond their concern in focusing on the extent to which an individual's decision behaviour is influenced by various cognitive and affective factors. Lasswell's primary interest is in correlating casual contact and intensive study of the individual, a correlation:

... which is the common target of a converging attack upon the understanding of the human personality.

(Lasswell, 1930:239)

It is from Lasswell's work that the idea derives of breaking the behaviour of individual administrators into its standard, routine, or institutionalized part (what Davies, 1972:115 refers to as the "brute role requirements") and a supererogatory part which gives play to individual temperament and ability. The idea cuts in two directions: towards tracing out a "personal pattern of going at things - and

relationships" (Erikson, 1970: 35) behind a whole scatter of instances, and toward clarifying the requirements, strains, and satisfactions which are inherent in, and peculiar to, particular roles in administration.¹ The role thread which runs through this idea is made explicit in Bassett's conception of a manager's style:

Style is best thought of as the manager's way of handling specific aspects of his role (delegation, interpersonal relationships and so on).

(Bassett, 1966:93)

Bassett maintains that the manager's role is, in fact, often described in terms of whether he is authoritarian or permissive, charismatic or low-key, tough-minded or humane. Such dimensions do typify a great deal of the literature, particularly with respect to leadership, and it would be tempting to become emeshed here in what Bassett himself describes (1966:97) as the "tangle" of leadership style.² This would, however, be counterproductive at this point, but this aspect of style will be considered selectively later in the chapter.

Writing in 1964, McGregor takes up the concept of role and subsumes it within a number of variables which exert an important influence on the manager's behaviour as a manager. "A manager's style", McGregor maintains, "tends to evolve from the interaction among three interdependent sets of factors: his cosmology, his identity, and the organizational situation in which he finds himself" (1967:70).³

1 Following the line taken by Davies (1972a).

2 Reminiscent of Koontz' (1961) "management theory jungle".

3 Although written by McGregor in the summer of 1964, shortly before his death in October of that year, this work was destined to be published posthumously in 1967.

"Role" is, in McGregor's formulation, part of the "organizational situation", and is qualified by the manager's perception of the role pressures that he faces in performing his job. "Cosmology" he defines as beliefs about the nature of man and about cause-effect in human behaviour, and he subsumes within "identity" his personal values, needs, and his perception of his own capabilities.

These sets of factors McGregor regards as interdependent in that a change in any one of them has some effect on the others.

Managerial style is the manager's

typical way of coping with the organizational situation, which in turn is strongly influenced by his cosmology and his identity.

(McGregor, 1967:70)

McGregor goes on to distinguish between managerial styles which are largely the outcome of trial-and-error coping and those which are deliberately and consciously elected. He ascribes a key role to the manager's values in his choice of strategy (as a sub-set of style), proposing that whilst cosmologies *may* be held in common between managers, significant differences in their values will produce different strategies. Nonetheless McGregor suggests that an individual manager tends to respond to environmental pressures with some degree of consistency.

Davies (1967) approaches the concept of *administrative style* by asking: "How may we characterize and account for the significantly different ways people carry out relatively standard political/administrative tasks?" (1967:162), and arrives at the following definitions:

style in work: that part of the way a job is done
which does not go without saying.

style of work: a person's characteristic way of
handling given tasks.

In a later version of his paper on style (1972b), Davies notes some necessary qualifications to the concept, observing that, for example, successive managers may exact a remarkably even performance from an organization, despite widely differing styles of work, even though in other cases the impact of style may be decisive. Again, the aptness of a style may vary with different stages of an organization's development and, as found in di Sola Pool's research, with different hierarchical levels of an organization - making it necessary for an individual to modify his style as he ascends, "the last step often hurting most" (1964:150).¹

At the level of di Sola Pool's concern - the chief executive - but transposed into the political arena, Neustadt's (1964) comparison of the personal leadership of Franklin Roosevelt, Truman, and Eisenhower saw the development of a conception of style remarkably similar to that which McGregor coined in the same year. Neustadt's concept of style is one in which an administrator's "characteristic methods of work" need to be understood in the context of his "personal resources", with "characteristic methods of work" representing patterns of intelligence-gathering, autonomy, and decision style, and "personal resources" comprising the subject's power sense, sense of purpose, direction of effort, and self-image.

1 The potential trauma described by di Sola Pool is virtually identical to the difficulties involved in bridging the role discontinuity from functional to general management which were discussed in Chapter One.

In somewhat similar vein, Barber (1968) employed the concept of style in analyzing the effects on national administration of the personalities of various U.S. Presidents. Barber defined style as:

... habitual patterns of performance in response to recurrent role demands.

(Barber, 1968:78)

Barber's findings suggest that a knowledge of an individual's style is valuable in predicting his response to a position of power. In a more general sense, this approach to style was followed by Greenstein (1968) who, using the Cuban missile crisis as an example, insists that there is a need for accounts of what is tantamount to an individual's distinctive style on the grounds that there are numerous such instances in which:

... behaviour can be explained only if we have an account of the personal psychological variables that mediate between the stimuli of politics and the resulting behaviour.

(Greenstein, 1968:13)

The variables contemplated by Greenstein are amplified by Little (1973) in identifying style as an organization of responses comprising:

- . conscious processes - such as intellectual ability and cognitive style;
- . unconscious drives - what is wanted or rejected;
- . the organization of restrictions and compulsions - which are also unconscious, and which include morality.

(Little, 1973:73)

As indicated earlier, it is not intended to become emeshed in the leadership style "tangle", however to completely omit a reference to this area would be to leave a marked void in the map of approaches to style. In the context of leadership, *style* generally refers to the way in which a leader influences others. An underlying theme in a considerable body of the leadership literature is the emphasis on *task* and *relationships* variables. This theme appears, for example, in the Ohio State studies of leadership factors, the Michigan style continuum,¹ the Harvard work on group-leader types, the development of the Blake and Mouton managerial grid,² and Reddin's conceptual framework (the "3-D Model", 1970) which not only added the third dimension of effectiveness but also built in the situational impact on style. While these studies differ on many points, the essential similarity in all of them is the identification and emphasis on the task and relationships variables which capture fundamental features of managerial behaviour. Reddin's framework is arguably the most evolved of this group, and his concept of the effective manager absorbs the idea of style within the threefold schema of *situational sensitivity, style flexibility, and situational management* (1970:14). As a key factor in Reddin's model, style flexibility refers to a manager's ability to vary his basic style to match changing situations, and represents something of a departure from the customary view of style.

1 Although it should be noted that in recent years Michigan has modified its view and now sees task and relationships more as independent variables rather than as on a continuum: the Michigan position now accordingly approaches that of Ohio State.

2 The comparative analysis of the administrative styles of Coombs and Bland which concludes this chapter utilizes the Blake and Mouton grid as one possible means of analysis.

To be sure, the style approaches to leadership owe much to other leadership theories, and there are within such theories a number of perspectives which merit attention in developing further the concept of administrative style. There has, for example, been a considerable amount of research directed toward the construction of typologies of managerial functions coupled with the generation of executive skill profiles (e.g., Katz, 1974; Mintzberg, 1980). Again, the work of Zaleznik, Hodgson, and Levinson (1965) on the concept of the "executive role constellation" remains a potentially fertile ground for style research, as does Yukl's more recent (1981) profile of leadership behaviour. However explanations of leadership - whether from a style perspective or otherwise - have tended to oscillate in phase with shifts in emphasis in administrative theory as discussed in, for example, George (1972) and Scott (1981).

This review of approaches to *administrative style* and its political counterpart is not exhaustive, and is intended only to show the range of possibilities as a basis from which to generate a more specific guide for using the concept in programmes of management development. Accordingly, in lieu of a summary of the various approaches, the thesis now turns to an attempt to synthesize such a guide.

GUIDELINES FOR A STYLE APPROACH

Many conventional forms of management training are attempts to get managers to adopt a certain style which is felt by higher levels of management to be desirable (McGregor, 1967:63), and this concept of modifying style is also consistent with (if not basic to) the traversing of the role discontinuity from functional to general management. Yet as McGregor observes:

To suggest, even in a roundabout fashion, that a manager's style is inadequate tends to be threatening. The reasons are obvious if we realize how deeply rooted his style is in his fundamental beliefs, his values, his perception of himself, and his lifetime of experience.

(1967:63)

In order to avoid this threat the manager can, and often does, change his *perception* of his own style without in fact changing any of the basic factors which underlie it. He may well perceive that he has changed his style when in fact he has merely interpreted and modified his learning to enable him to assimilate it to his style on entry. Change in a manager's strategy, as a sub-set of his style, will be similarly constrained by the relative rigidity of his values, although again he may ostensibly change through modifying his tactics, that is through changes in technique or procedure. Changing tactics is relatively easy, whereas changing style is complex and difficult.

As McGregor maintains (1967:65), logical argument, persuasion, and direct pressure are seldom effective in bringing about significant modifications in style: even unequivocal research evidence may not be effective, particularly if it is perceived as threatening. The

more objectively clear such evidence is, the greater the threat it poses if it challenges deep-rooted beliefs associated with the manager's existing style. Reactions against this sort of situation may ultimately depreciate the perceived value of the developmental programme itself. In seeking changes in style, it would seem that conventional developmental methods may be at best ineffective and at worst counterproductive; accordingly the most fruitful approach would appear to be one which utilizes indirect - vicarious - experience which offers a secure environment for an open examination of issues, and which in challenging the styles of managers (and their concomitant views of reality), does so without apparent abruptness.

These requirements may be met through using a biographical approach to administrative style which, whilst grounded in Criteria 8.2 also conforms with the set of criteria relating to the general approach. The innate appeal of using a style approach as a means of inducing changes in style may be accordingly vindicated inasmuch as it enhances the central concern of role rehearsal. The guidelines for such an approach which follow are intended to be indicative rather than presenting a detailed, inflexible methodology: the methodology in practice would obviously need to mesh with the parent programme of management development.

An appropriate point-of-departure is provided by taking Bassett's (1966) contention that the managerial role is frequently described in terms of various polarized patterns such as authoritarian - permissive, and merging this with McGregor's (1967:58) equation of such patterns with managerial style. This yields a number of possible style groupings which, although coarse, are both valid and useful in the

present context. Roughly similar cosmologies resulting from widely-held beliefs about the nature of man, common social, political, and economic values, and broad similarities in the nature of organizations make it feasible to group managerial styles into such categories as *hard*, *soft*, and *firm but fair*.¹ These particular categories have the advantage of being readily comprehended by managers without any necessary background in administrative theory, and they are accordingly useful in providing an initial orientation to the style approach. Some attempt to educe the respective emphases on cause and effect would enhance this orientation, *hard* emphasizing extrinsic threat of punishment, *soft* emphasizing extrinsic rewards, and *firm but fair* recognizing the necessity for balancing rewards and punishments. It should perhaps be stressed to managers that there are many modifications and combinations of these three styles, and that there are swings from one to another as external social, political, and economic conditions change, particularly if these swings do not readily emerge when applying the categories to their biographical subject. For example, their attention could be drawn to the historical context of observations such as:

The philosophy of management by direction and control - regardless of whether it is *hard* or *soft* - is inadequate to motivate, because the human needs on which this approach relies are today unimportant motivators of behaviour. Direction and control are essentially useless in motivating people whose important needs are social and egoistic. Both the *hard* and the *soft* approach fail today because they are simply irrelevant to the situation ...
Management by direction and control - whether

1 Such categories are applicable at least in Western society, a contention which is implicitly supported by McGregor (1967:60) and Blake and Mouton (1966:31): these categories underlie those used in the Managerial Grid.

implemented with the hard, the soft, or the firm but fair approach - fails under today's conditions ...

(McGregor, 1957:25)

In pursuing the time perspective inherent in such observations, managers should be obliged (following the relevant theme in the Administrative Staff Colleges - Chapter Four) to consider critically the nature of the linkages between style and period using an analytical framework of the sort suggested by Ansoff (1974:17).

Such an initial orientation to the style approach provides the basis upon which to build successively more sophisticated and demanding work. The next stage could well utilize the Blake and Mouton managerial grid (1966:31), particularly if the *hard, soft, firm but fair* categories have been previously employed: as noted earlier, these categories underlie the grid and an element of continuity is thus maintained. Again as has been previously indicated, the Blake and Mouton grid is representative of a group of studies which have as a common theme an emphasis on task and relationship variables, and whilst it does not include the effectiveness dimension proposed by Reddin (1970) and has been criticised as oversimplifying the concept of administrative style,¹ the grid does provide managers with a language system for describing their own and their subjects' styles according to extrinsic rewards and punishments in much the same way as do the *hard, soft, firm but fair* categories. The grid leaves the way clear to elaborate upon intrinsic motivators in the next stage.

1 As McGregor (1967:62) stresses, "... style is the result of complex interaction among many variables," and asserts that "team management" (position 9,9 on the Blake and Mouton grid) does not evolve simply from the maximization of the task and relationships variables represented on the grid.

Whilst the style approach lends itself to a progressive build-up over almost any number of stages of increasing complexity, and is thus adaptable to short or long programmes, pedagogically it is probably desirable to limit it to three stages with the third taking the analysis to a level of complexity which is consonant with the objectives of the parent programme (Criterion 5). The level of complexity illustrated in the comparative analysis of Coombs and Bland which follows is suggested as the minimum, and represents an adaptation of Neustadt's (1964) "methods of work - personal resources" framework. Whilst Neustadt's framework was developed as an aid to the comparison of subjects, and is used in this manner in the illustration, it is equally suitable for use in style studies of single administrators. Almost any of the other approaches to the concept of style discussed earlier in this chapter are capable of yielding alternative frameworks to facilitate the monitoring of a subject's behaviour patterns as required by Criterion 10.

The framework itself is deceptively simple, and uses three main aspects of "methods of work": the *decision-making characteristics* of each subject (with particular reference to the directive-participative characteristics), their respective *leadership behaviours*, and the particular forms of *organization structure* favoured by each. This framework could be embellished in a more extended exercise by using more precise factors within each aspect - some of the executive skill profiles referred to earlier would lend themselves admirably to this purpose. What is perhaps more important here is that, following Neustadt, the findings on methods of work be considered in the light of the subjects' personal resources, a relationship which will be drawn out in the comparison of Coombs and Bland.

AN ILLUSTRATION OF A STYLE APPROACH: A COMPARATIVE ANALYSIS OF THE ADMINISTRATIVE STYLES OF DR. H.C. COOMBS AND SIR HENRY BLAND

This analysis is intended to illustrate the type of outcome which can be expected from applying the preceding guidelines. The subjects were selected in the light of Criteria 4-7 and, with the possible exception of their age and sex (contained within Criterion 4), are considered to generally comply with those criteria. A comparative approach was adopted to offset some potential difficulties, particularly with respect to the requirement that subjects conform as closely as possible with the occupational area of the student: although both subjects operated primarily in the public arena, their respective links with statutory corporations and private enterprise make them jointly worthy of examination. In common with many Australian subjects, there is a paucity of biographical material on both Coombs and Bland, however the volume of material which is available is considered adequate, bearing in mind the time dimension noted in relation to the criteria on the biographical medium.

The general scheme of presentation is adapted from Lasswell (1930): selected life-history material gleaned from the various sources is recorded in summary format and this, supplemented by further selective reading, then forms the base for the comparative analysis proper. Such an approach conforms broadly with Criterion 9 and generally with the other requirements: accordingly it could well serve as the pattern for practical use.

SUMMARIES OF LIFE-HISTORY MATERIAL

Dr. Herbert Cole Coombs*Birth*

24th February, 1906 at Kalamunda (near Perth), Western Australia.

Family Background

Eldest of five surviving children - only brother (the eldest child born) died in infancy. Father: railway station master in country areas.

Childhood

Spent in country areas of Western Australia: Kalamunda, 21 km east of Perth; 1913 moved to Bridgetown, 240 km south of Perth. Mother: a practicing Christian (Protestant) was a strong influence.

Education

Primary: small government schools. Secondary: scholarship to Perth Modern School (1914) - not an outstanding student, being more attracted to Australian Rules football. Tertiary: Master of Economics (University of Western Australia) - two years by correspondence, remainder part-time while teaching; graduated with Honours in 1931, winning a Hackett Scholarship for two years postgraduate study overseas; Ph.D. in economics from the London School of Economics (1933) - thesis on central banking.

Work Experience

- 1924-25 Teacher in Western Australian country schools
- 1926-31 Teacher at Perth Boys High School
- 1933-34 Returned to teaching in Western Australia
- 1935-38 Assistant Economist, Commonwealth Bank, Perth
- 1939-41 Seconded to Federal Department of the Treasury in Melbourne as an Economist
- 1942 Director of Rationing
- 1943-49 Director-General of Post-War Reconstruction in Melbourne
- 1949-60 Governor, Commonwealth Bank
- 1960-68 Governor, Reserve Bank of Australia (retired 23rd July, 1968)

Post-Retirement

- 1968-76 Chairman, Council of Aboriginal Affairs
- 1968-74 Chairman, Council for the Arts
- 1968-76 Chancellor, Australian National University
- 1970-71 Economic Advisor to Prime Minister McMahon
- 1972-74 Economic Advisor to Prime Minister Whitlam
- 1974-76 Chairman, Royal Commission on Australian Government Administration

Major Achievements

Australia's chief banker for almost twenty years, gaining overseas recognition as a banker and as a more general economist. Creator of the Elizabethan Theatre Trust (1954) - renowned (and controversial) patron of the arts. Key figure in founding of the Australian National University with which he was continuously associated between 1946 and 1976 as a member of Council, Deputy Chairman of Council, Pro-Chancellor, and ultimately Chancellor.

Personal Characteristics

Married: 3 sons, 1 daughter. Egalitarian outlook - essentially modest, courteous, "down-to-earth"; simplicity of manner, dress, and style of living; dislikes honours-titles systems; sympathetic with non-conformists; strong social conscience, both as a professional economist and outside that discipline.

Work Characteristics

Impeccable integrity, high energy, innovative - and attracted innovative people, efficient and perceptive.

As a banker: adhered to doctrine of neutrality as a public servant and adviser to government; considerable technical innovation in banking policies; adherent of Keynesian economics; anti-growth stance.

As an administrator: praised subordinates infrequently; disliked "yes-men"; seemingly inexhaustible patience; generated high morale.

As an organizer: his supporters saw him as decisive and energetic; his opponents remarked on his domineering and arrogant attitudes.

Politics

Joined Labor Party whilst at University - resigned on entering banking career. One of the more radically inclined of the top public servants of his era: anti-Vietnam War, anti-censorship.

Sir Henry Armand Bland*Birth*

28th December, 1909 at South Randwick, Sydney, New South Wales.

Family Background

Eldest son. Father: first Professor of Public Administration in the University of Sydney; Federal Member for Warringah, 1951-61.

Childhood

Spent in Sydney; an ordinary middle-class family environment.

Education

Primary: city, government school. Secondary: Sydney Boys High School. Tertiary: graduated in law from University of Sydney (1935) - part-time.

Work Experience

1927-34	Clerk in the New South Wales Crown Law Office
1935-39	Solicitor, New South Wales Crown Law Office
1939-40	Official Secretary to N.S.W. Agent-General, London
1940-41	Acting N.S.W. Agent-General, London
1941-46	Assistant to the Director-General of Manpower, an agency which was later merged with the Department of Post-War Reconstruction under Coombs
1946-52	Assistant Director of Employment, Commonwealth Department of Labour and National Service
1952-68	Secretary, Department of Labour and National Service
1968-70	Secretary, Department of Defence (retired 1st March, 1970)

Post-Retirement

- 1970-71 Board of Inquiry into the Victorian transport system
- 1972-73 Chairman, Commonwealth Committee into Administrative Discretions
- 1973-75 Board of Inquiry into the Victorian Public Service
- 1975-76 Chairman, Commonwealth Administrative Review Committee
- 1970- Director/Chairman of at least six private companies
- 1976-78 Chairman, Australian Broadcasting Commission

Major Achievements

Architect of both the Commonwealth Employment Service and the National Service Scheme. As Secretary of Department of Defence, initiated reorganization of Australia's joint service machinery. After retirement-enhanced his reputation as an organizational "shake-up" specialist.

Personal Characteristics

Married: 2 daughters. Knighted in 1965, Taciturn - avoids publicity. Conservative outlook.

Work Characteristics

Stern administrator, with an emphasis on efficiency and action. Great capacity for work - regularly worked a 12-hour day and took few holidays. Adroit tactician, especially in industrial matters. Ability to "sense an atmosphere". Successful use of personal contact and of small groups.

As an administrator: tough, strong-willed, determined to "get his own way through domination; imposed high standards, and striving for highest possible productivity.

Politics

Unstated, but generally conservative. Strongly anti-communist.

THE ADMINISTRATIVE STYLES OF COOMBS AND BLAND

If Coombs and Bland are compared solely on superficial evidence, it is possible to conclude that their styles were more-or-less similar. The media particularly has tended to portray both men as taciturn, strong-willed, competitive, hard-working, and capable administrators. While all these adjectives may be applicable in varying degrees to both men, they convey very little about each man's "predictable ways of coping with the realities of the work environment". In fact, perhaps the only real similarities between the two men are that they were work contemporaries and physically comparable.

The Hard, Soft, Firm but Fair Categories

In order to place Coombs and Bland according to these categories, it is necessary to determine what use each man made of extrinsic rewards and punishments as a means of influencing the behaviour of his subordinates. This is not a straightforward task, as the type of information required is very rarely recorded. It can, however, be inferred from reports on each administrator's attitudes toward the quality of subordinates work, the level of morale in his organization, and the way in which he handled those who disagreed with him.

All reports on Coombs suggest that this style was *firm but fair*: it is said, for example, that he praised his subordinates infrequently, his attitude being that: "I chose you to do the job, Well, you are doing it." (Hetherington, 1965:51). It was well-known that he disliked "yes-men": he not only tolerated but *expected* disagreement from subordinates, and always listened to it - and not infrequently acted upon it. His successor at the Reserve Bank

attributed the high morale of staff at the Bank to Coombs' personality and influence upon them (Phillips, cited in Nagle, 1972:11).

There is no shortage of comment on Bland: he has been cited as "a hard man to work with because he knows only one standard - the highest" (Juddery, 1968:25). Morale problems in the Department of Defence should perhaps be discounted because of the nature of his brief - to introduce changes in an extremely conservative institution. However reports of low morale during his lengthy term at the Department of Labour and National Service can certainly be attributed, at least in part, to Bland's style. Disagreement from subordinates was not tolerated - his word was final. Bland embodied the work ethic and expected comparable behaviour amongst his staff. In appointing him as Chairman of the Administrative Review Committee, the then Prime Minister, Malcolm Fraser, clearly recognized Bland's abilities as a "troubleshooter and axeman" (Hartung, 1976:20). Judged by his use of extrinsic rewards and punishments, the verdict on Bland appears to be unanimous - *hard*.

The Blake and Mouton Managerial Grid

Because of the overlap between this and the previous categories, the information which was used to categorize Coombs as *firm but fair* and Bland as *hard* is also relevant in determining each man's position with respect to the managerial grid. Nevertheless additional information is required to establish more precisely the relative importance which each man attached to the attainment of task objectives as compared to the satisfaction of the needs of their subordinates.

The most striking feature of what has been described as "... one of the most remarkable bureaucratic careers in Australian history" (Encel, 1970:281) is Coombs' diversity of interests. Yet there is one common element in his wide area of public involvement - a concern for people - which Coombs himself explains:

... a central banker is isolated from those who are affected by his decisions by many intermediaries ... it has seemed to me wise that a banker should try to renew his *humanity* by activity in other fields.

(Coombs, 1971:3)

In an address to the Australian Industries Development Association, Coombs elaborated this theme:

Let us not forget that this, after all, is the final purpose of all economic activity - to enable *people* to live better.

(Coombs, 1971:160)

His concern with people was by no means confined to social issues, but extended throughout his work as an administrator. He ensured that there was a high order of communication up and down the hierarchy, from the highest to the lowest, so that all were appropriately "in the picture" and felt themselves to be so (Australian National University, 1976:3A). Whether with aborigines, radical students, or non-conformists in the arts, Coombs believed that they should be allowed to work out their lives in their own way: they should not be made to conform. There seems little doubt that, as regards the variable of *concern for people*, Coombs rates highly.

In determining his position with respect to *concern for task*, one should not be seduced into believing that his great concern for people in any way lessened his determination to achieve his task-orientated goals. Coombs' record in every field in which he engaged belies that notion:

He is single-minded and pursues a cause
to the limit of his intellectual capacity.

(Australian National University,
1976:1A)

Nowhere was this single-mindedness more evident than in the creation of the Elizabethan Theatre Trust: Coombs had aired the concept with a number of his senior officers and others, only to have received an almost unanimous rejection. Undaunted, Coombs pursued his goal assiduously until his vision bore fruit. (Hetherington, 1965:55). His concern with task was also evident in his work toward the founding of the Australian National University and in the evolution of that institution over some thirty years.

Albeit limited, this evidence suggests that Coombs should perhaps be rated highly with respect to *concern for task* and, in a general sense, this is probably an accurate assessment. On both dimensions of the Blake and Mouton grid, Coombs accordingly may be considered to approach the "9,9" style insofar as his *general* approach to administration is concerned. Nevertheless there is some evidence to suggest that, on more *specific* matters, his style as represented by the interplay of his concern for people and concern for task may have depreciated his placement on the grid. For example, in the work of the Royal Commission on Australian Government Administration, the

degree of autonomy extended to individuals intimately concerned with the Inquiry at once created both functional and dysfunctional effects: functional gains in the development of the individual and in fostering effective group climates sometimes being partially offset by the dysfunctional consequences of uncertainty and inconclusiveness (Australian National University, 1976:4A).

A comprehensive review of press articles on Coombs and Bland reveals an interesting pattern of headlines. A sample of those referring to Coombs include:

- H.C. Coombs - Gentle Ogre of Banking
- I Like People Who Don't Conform ... Dr. H.C. Coombs
- Coombs: A Man of Many Parts
- Dr. Coombs gives his view on ANU - Human Relations are Vital
- Coombs: The Nearest to a Renaissance Man
- The One-man Think Tank: Coombs.

Compare these with those heading articles on Bland:

- Master Tactician
- Bland: Has he come to quicken integration - or to kill it?
- Sir Henry Bland: Dominant on the Defence Scene
- Secretary has imposed his stamp on the Department
- Sir Henry is a Shake-up Specialist
- Sir Hatchet is sharp, but no stuffed shirt
- Axeman Bland becomes head of ABC
- The Man Who Knows Where the Bodies are Buried
- A Tough Administrator And Proud of It

Allowing for the journalistic licence and bias inherent in these epithets, and for that matter in the substance of the articles themselves, they do convey something of the style of each man, and they are in general substantiated by other sources. For example:

Clearly Henry Bland feels that public servants must shape up or ship out...

(Hartung, 1976:20)

Whilst there is insufficient evidence to locate Bland's *concern for people* on the grid with anything approaching precision, it is not unreasonable to suggest that on this factor he ranks somewhat below Coombs.

There is, however, little doubt that Bland ranks very high indeed on the *concern for task* dimension. As Bland himself stated:

Fundamentally, my interest is in getting things done.

(Bland, cited in Randall, 1967:9)

Reporting on the work of the Administrative Review Committee, Hartung quotes a long-term associate of Bland's as saying:

Sir Henry's *forte* is administrative economics: he must be loving his present job.

(Hartung, 1976:20)

Accordingly, on the Blake and Mouton grid, Bland's administrative style would fall within the lower right-hand quadrant: high concern for task but rather lower concern for people.

The comparative analysis of the administrative styles of Coombs and Bland is now at a critical stage: it is an interesting but relatively detached exercise to merely identify styles in terms of the *hard, soft, firm but fair* and *concern for people, concern for task* dimensions unless it can be shown that administrators such as Coombs and Bland who are classified differently - that is, possess different styles - actually do administer in significantly different ways. It is to this that the analysis now turns in examining the decision-making characteristics and leadership behaviour of Coombs and Bland, together with an assessment of the main forms of organizational structure favoured by each man.

Decision-Making Characteristics

Sir Henry Bland, with his penchant for "getting results", channelled all major decisions over his own desk. As a result, when he left the Department of Defence prematurely - after only two years of an expected five year term - many of his new arrangements had not been institutionalized as insufficient authority had been delegated. This typified Bland's overall approach to decision-making:

... his remained not only the final word but a good many preliminary ones as well: all lines of command came to his desk.

(Juddery, 1975:2)

As outlined earlier, Coombs' approach to decision-making was to encourage a high degree of participation on the part of his subordinates. A survey of the decision-making techniques employed by

Coombs' as far back as his term as Director-General of Post-War Reconstruction through to his work as Chairman of the Royal Commission on Australian Government Administration, reveals a remarkably consistent approach. Perhaps this supports Barber's contention that there is "an identifiable formative period" - that of a subject's first major administrative success - from which the major elements of an administrative style are drawn (1968:61).

That point aside, Coombs was an undeniable success in Post-War Reconstruction - a success which led to his appointment as Governor of the Commonwealth Bank - and there is ample documentation of his willingness to delegate and of his use of participative decision-making. For example:

Above all, he had sufficient confidence in himself to be able to seek out and attract colleagues of ability, give them their heads and give them credit for their achievements ... men could differ from him and not lose his respect or support; nor did he lose their appreciation or affection.

(Australian National University, 1976:3A)

It is interesting to note that despite its relatively short life, the Department of Post-War Reconstruction provided from its ranks many future heads of Commonwealth instrumentalities and not a few permanent heads - one of whom was Sir Henry Bland.

Leadership Behaviour

The leadership behaviour of Coombs and Bland is, of course, partly revealed in their decision-making styles above, but there are other aspects of their personal leadership which bear examination.

When Prime Minister Holt was considering possible replacements for the ailing Defence Secretary, Sir Edwin Hicks in 1967, he wanted a man who had the strength of character to push through Cabinet's reorganization policies against the wishes of "prickly" Service Chiefs. Holt's six years as Minister for Labour was ample time to recognize these qualities in the Secretary of that Department - Bland, whose leadership style has been described in the following terms:

He rules with the iron fist and when
necessary talks in the same manner.

(Ramsey, 1967:9)

As with Coombs, Bland's leadership style showed remarkable consistency over time, even after his retirement from the Public Service. In commenting upon the type of leadership which the Australian Broadcasting Commission could expect from Bland as its new Chairman, Barnes maintained that:

Sir Henry is known as a very strong-willed
man who is quite determined to get his own
way.

(Barnes, 1976:9)

As if resolved to perpetuate this reputation, Bland had, within a few weeks of taking up office, unilaterally intervened to censor new programmes: at no stage of this intervention did Bland consult the other Commissioners.

On the other hand Coombs, in keeping with his participatory approach to decision-making, was a firm believer in *team leadership* - a belief which he consistently put into practice. This was the approach

which he had adopted whilst Director-General of Post-War Reconstruction and which he applied during his later banking career, in his work on the respective Councils of the Arts, the Australian National University, and Aboriginal Affairs, and during his Chairmanship of the Royal Commission on Australian Government Administration. The following quotations relating to each of these facets of Coombs' career present a leadership pattern almost diametrically opposed to the "iron fist" of Sir Henry Bland.

Post-War Reconstruction

He had an outstanding flair for teamwork and team leadership; a conviction that there should be a high order of communication up and down the hierarchy, from the highest to the lowest so that all were appropriately 'in the picture' and felt themselves to be so.

(Australian National University,
1976:3A)

Reserve Bank

We have always worked out the differences between the Government and its advisers through continuous dialogue ...

(Coombs, cited in Williams,
1967:3)

Council for the Arts

I feel large numbers are necessarily better. It is not a waste of money to have so many. It will give wider understanding and make for lively discussion.

(Coombs, cited in Preston,
1973:9)

Australian National University

'He developed an atmosphere of unity among people of different backgrounds.'

(Australian National University,
1976:3A)

Aboriginal Affairs

His support of the National Tribal Council is to encourage Aborigines to have a say at last in their own affairs ... for Dr. Coombs believes passionately that Aborigines have rarely had the chance to state their own case.

(Randall, 1967:11)

Royal Commission on Australian Government Administration

One of the Commissioners speaks of Dr. Coombs' extraordinary skills in marrying together what often started off as being very different views, and of his strength in allowing people to thresh about with their own problems, clarify their minds and arrive at their own conclusions, before coming in himself and producing after discussion a solution that all will support.

(Peter Bailey, cited in
Australian National University,
1976:4A)

As a final comment on the leadership behaviour of Coombs and Bland, it is of interest to compare the reported effects of their respective styles on their subordinates. As has already been mentioned, Coombs' methods tended to foster the development of his subordinates: many men who were later to achieve distinction as administrators were nurtured in the "Coombs' greenhouse" - including Bland himself. Of Bland, however, it has been claimed that as a chief executive he was a "banyan tree" - a term applied originally to Nehru to indicate that

successors (and rivals) found it impossible to grow in his shade.

Organization Structure

Bland did not, of course, have the same opportunities to determine the structure of his organizations as did Coombs, as he (Bland) inherited organizations in which the Weberian notions of hierarchy were firmly entrenched, whereas Coombs - as inaugurator of various organizations - was in an almost ideal position to impose his blueprint upon them. Nevertheless there seems to be little doubt that Bland was quite satisfied with traditional structures: indeed, his leadership and decision-making styles were tailored to the centralized hierarchical system:

For while no one denies Sir Henry's administrative ability, neither does anyone claim for him any particular talents as an innovator. His career, indeed, marks him very much as a man of the status quo ...

(Juddery, 1975:2)

Because of their high degree of interdependence, a knowledge of an administrator's leadership and decision-making approaches is a relatively good indicator of the organizational structure he is likely to prefer. It is not surprising, then, to find Coombs opting for *organic* structures: the mechanistic structure is obviously incompatible with participatory decision-making and team leadership (cf. Burns and Stalker, 1966). Where Coombs was obliged to work within a traditional mechanistic structure he appears to have been able to adapt this form to his own ends without compromising his commitment

to participatory management. Coombs' choice of structure was not without its attendant problems:

While it gives all the members a real sense that they are participants and an opportunity to make their own contributions, it does raise the level of tension. While it makes the members of the group grow up as they find they have to resolve their own problems and rivalries among themselves and not simply leave them to the leader, it does tend to lead to conflict over a wider range of issues than in a more structured environment, and sometimes to a state of inconclusiveness.

(Peter Bailey, cited in
Australian National University,
1976:4A)

Burns and Stalker (1966) describe similar tensions and conflicts in organically structured organizations, but conclude that they are part of the price to be paid for an organization structure which can cope with a rapidly changing environment.

A Conclusion to the Comparative Analysis

The comparative analysis of Coombs and Bland discloses fundamental differences in their administrative styles: Coombs is revealed as *firm but fair* with a *high concern for both people and task*, whereas Bland emerges as *hard* and with a *high concern for task* but a relatively *low concern for people*. Further analysis indicated that these differences were consistent with their contrasting leadership and decision-making approaches, and were reflected in the type of organizational structure each preferred.

Bland excelled at "getting things done", but his technical efficiency was gained at the expense of the human element. Lacking the personal resources necessary to encompass the wider view of administrative behaviour, Bland settled for technical efficiency, a focus which, because of the dominance of the work ethic in our society, took him to the peaks of administrative success.

It could be said of Coombs that he achieved eminence - despite his avowed dislike of the Protestant work ethic - because of a particular pattern of personal resources: the clarity of mind to see to the heart of a matter and whilst prepared to concede some points, he never compromised or lost sight of the overall objective. His was the knack of disregarding external irrelevancies and going right behind to what was actually at issue (Dexter and Refshauge, cited in Australian National University, 1976:2A-4A).

AN EVALUATION OF THE ADMINISTRATIVE STYLE APPROACH TO BIOGRAPHY

In each of the approaches to style the emphasis is on an identifiable pattern which distinguishes one individual from others performing similar tasks. Any attempt to identify such patterns depends upon conceptual models and data - and perhaps a degree of empathy. A subject's performance and organizational situation can be more-or-less accurately judged from the recorded evidence, however some aspects of these can be ascertained only imperfectly, and a great deal of reliance must be placed on imaginative reconstruction; this also applies *a fortiori* to other aspects such as the subject's role perceptions. The need for imaginative reconstruction is rendered even more crucial when - as in the comparative analysis of Coombs and Bland - the recorded evidence is both sparse and of variable quality.¹ Finally, the identification of administrative style ultimately relies on conceptual models which allow meaningful connections to be made between the various style variables on the strength of the information available.

The discussion and illustration in this chapter has highlighted this dependence and has demonstrated that a style approach is nevertheless capable of substantially complying with the criteria for the effective use of biography as set out in Chapter Five. Based on Criterion 8.2, the style approach nevertheless goes some way toward mapping a subject's administrative outlook as required by Criterion 8.1, particularly in so far as it stresses how an outlook coheres.

1 There is a need to consider the quality of both the biographical medium and the subject. Although some subjects will be better served by the source material available than others, the relative suitability of the subjects may be the determining factor.

Although the comparative analysis made no attempt to demonstrate how Coombs' and Blands' outlooks were built up - mainly due to lack of evidence - a style approach does not of itself obviate this area. It is apparent that, in general terms, an administrative style approach to biography effectively meets the criteria relating to the general approach and can, dependent upon the objectives of the parent course, fulfill the requirements relating to biographical subjects (the qualification on Criterion 4 has already been noted). In so far as the criteria relating to the learning method are concerned, a style approach complies with the basic *desiderata* of systematic monitoring of a subject, his environment, and his behaviour as contained in Criteria 9 and 10, although it does not achieve the continuous images of the "Boswell Formula" which are also inherent in Criterion 9. Similarly, in using widely accepted conceptual frameworks, the illustration of a style approach essentially fulfills Criterion 11; such frameworks should nonetheless be used with circumspection and should ideally be subjected to critical evaluation by the students as this will facilitate the attainment of the goals implicit in the criteria relating to the general approach. As previously noted, the style approach here will not be assessed against Criterion 12 on the grounds that the motivational set given to students is intimately bound to the parent course; in practice, of course, the requirements of this criterion should be observed.

It must be acknowledged that, to a certain extent, an administrative style approach to biography gives an unbalanced and even distorted picture of the subject. Because in such an approach interest is focussed on those factors which seem relevant to his administrative behaviour, it is possible to lose sight of the "whole man" - the interest of the descriptive biographer. The administrative

style approach seeks explanations at a different level *and* in a different form from much of the episodic biography which comprises the main source of material. Through a commitment to explicit constructs or models, some of the concrete and unique aspects of the subject's life are *a priori* sacrificed, and investigation is slanted toward those aspects of his activities which can be isolated and placed within the framework of style. If the purpose of a style approach to biography is to be achieved, this seems as unavoidable as it is justifiable: the concern of administrative style is not the whole man, but the administrator *qua* administrator, and the factors which seem to bear upon him as such.

CHAPTER SEVEN

ALTERNATIVE APPROACHES TO BIOGRAPHY IN THE DEVELOPMENT
OF ADMINISTRATORS II: THE INTUITIVE-ANALYTICAL METHOD

CHAPTER SEVEN

ALTERNATIVE APPROACHES TO BIOGRAPHY IN THE DEVELOPMENT
OF ADMINISTRATORS II: THE INTUITIVE-ANALYTICAL METHOD

In extending the range of alternative approaches to biography in the development of administrators, this chapter discusses a method which is designed to overcome some of the difficulties encountered in other approaches. The approach has its roots in Gordon Allport's "The Study of Personality by the Intuitive Method: An Experiment in Teaching from *The Locomotive God*" (1929), and provides a method through which an administrator's *image* as a whole is accessible through biography. The method combines the intuitive approach with some basic analytical procedures designed to facilitate the monitoring by students of their biographical subject's patterns of behaviour (vide Criterion 10) without detracting from the essence of the intuitive method.

The intuitive-analytical method is not a set of crystallized, mechanical procedures that would substitute for what continues to be a central educational *desideratum* - student interaction with primary sources. Rather it is essentially an *heuristic* method, a characteristic which is the product of a synergistic combination of the intuitive and analytical approaches.

Against an explanation of the theoretical underpinning of the intuitive and analytical aspects of the method, the chapter proceeds to an illustration of one possible approach to its application to post-experience programmes of management development, but stresses that the method is, of its nature, extremely flexible, and is readily

adaptable to a variety of contexts. The chapter concludes with an evaluation of the method in general terms and against the criteria developed in Chapter Five.

THEORETICAL CONTEXT

The increasingly abstract and systematic approaches to the social sciences fail to accommodate the full immediacy of the individual life and its incidents. The consequences of this have been emphasized by Galtung (1969) in his examination of the idiographic-nomothetic and diachronic-synchronic cleavages. Although Galtung's focus is somewhat different from that adopted here, he infers that studies of the individual should not *only* be used to validate suspected generalities (see also Davies, 1972a:110).

Even those approaches which have used biography toward specific educational ends fall short of the goal: what these approaches wanted was a relevant image of the total subject - whether he be politician, administrator, or leader in some other field; what they generally got was a series of separate observations which related only to isolated and arbitrarily defined characteristics. This was somewhat paradoxical, as in these approaches biography was generally adopted as a means of *integrating* complex issues which ultimately stem from idiosyncratic behaviour; yet the way in which biography was used failed to produce *integrated* images of the subjects.¹ No doubt gains are possible

¹ These comments, whilst levelled mainly against the approaches used in the Administrative Staff Colleges, may also be applied in part to the administrative style approach discussed in Chapter Six.

through studying single characteristics or sets of qualities, but the more important task is to evolve methods for the study of the subject as a whole. To this end we must have a rather different type of technique.

The need for a fresh approach to using biography in management education arises from the inherent limitations in what was in other approaches an essentially *analytic* method, against which no amount of refinement in procedure can avail. These limitations are:

1. The analytic method is forced to regard the subject as a *fait accompli* ; it cannot easily allow for changes brought about by changes in the environment. A cross-section is "photographed" and produced as a likeness of the subject who in reality was constantly changing. At best, the method may result in a series of "stills" which cannot do justice to the dynamics of the subject.¹
2. The analytic method does not allow for the fact that a person's qualities never possess an exclusively *objective* character. In reality, a subject is always perceived by another person whose own experience forms the background for the perception. That is to say, in actual life the perception of qualities is conditioned by three factors:
 - . the behaviour sets of the subject,
 - . the behaviour sets of the observer,
 - . the conditions under which the observations are made, including the relation which exists between the two persons.

¹ This was one of the failings of the style approach noted in Chapter Six.

In general terms, previous approaches to the educational use of biography tend to oversimplify the problem by assuming that the study of a biographical subject need only consider the first of these factors: the behaviour sets of the subject.

3. The analytic method assumes that a *total* individual subject can be adequately recognized from a series of separate observations; that is, that an *aggregation* of a subject's qualities constitutes his *total* character. But is apparent that the individual as a whole possesses a *unique* character which cannot be represented in any analysis, however accurate.¹ The analytic method subtracts subtly from the observed information the only really crucial factor - the way in which qualities are joined together and interact.²

Immediately we start our acquaintance with a subject, we tend to focus on *specific attributes*, however we also begin to perceive the way in which his qualities *combine*, even though this impression of the *total* subject will be vague. As our acquaintance continues, our perception of the subject's *totality* gradually becomes clearer, as does an astronaut's perception of the Earth as a whole clarify with increasing altitude: individual features become less distinct, but the *relation* of these features to one another and their inter-consistency become striking on an increasing scale. When we have grasped the *Gestalt* of the subject we say that we truly "know" the person, and we feel competent to say "How typical of him," or "How unlike him," to express our judgement of his individual acts according to our impression of the person as a whole. In this case - where we know a subject intimately - his name conjures up a peculiarly homogeneous impression:

1 This is analogous to the *synergistic* characteristic of organizations.

2 A concept derived from Allport's (1937:491) idea of "form-quality".

everything about this image will possess a unique and consistent character, so that whatever individual attribute is considered, it conforms with the impression of the whole. In the case of a casual or distant acquaintance, the total impression seems to be more diffuse - each act does not seem to be so vitally representative of the person as a whole.

This *direct-apprehension* differs from the normal perceptual processes in that it involves *empathic response*. When we fail to empathize with a person, we fail to understand him; conversely, the greater our empathic response, the greater is our capacity for understanding. The presence of these responses in ourselves is difficult to detect, as empathy is characterized by its subconscious functioning.¹ It is important to recognize, however, that empathy is of varying grades - we cannot empathize to the same extent with all our acquaintances. We ourselves are not amorphous, and the extent of our understanding of another is significantly determined by our own attitudes. For just this reason it is improbable that any two individuals have precisely the same comprehension of a given person. The intuitive-analytical approach to biography relies, *mutatis mutandis*, upon these general principles. In a biographical study, the subject's outlook, style, attitudes, predilections, and values are continually revealed to the reader. Such evidence, diverse though it is, may be utilized toward building up a comprehension of the way in which the subject's qualities are combined, and it is to this end that the intuitive-analytical method has been developed.

1 Understanding of a person is achieved without conscious reference to any of the signs by which perception is commonly mediated. cf. Allport (1937:530-533). This view is reflected in Paige's writing on education and political leadership (1972:283-290).

It may be objected that this view is too rationalistic, that a man's behaviour is not always consistent with his quality pattern (the way his qualities are combined), that conflicts occur in every person, and that we never find perfect *integration*. Whilst there is some truth in this, the fact remains that qualities are *relatively* constant and that in the normal man integration *tends* to be complete - an integration which may be gradually drawn out by a suitably designed process.

The descriptive psychology of the *Geisteswissenschaft* was conceived by Dilthey (its prime mover) as a means of placing this problem of biographical portraiture on a sound psychological basis. The *Geisteswissenschaft* suggests that we identify this way in which a subject's qualities combine with the individual's philosophy of life. Dilthey himself argued that when we perceive a person face-to-face, or when we study a biographical subject, we *intuitively* understand their general philosophy of life (1961: Chapter III). Intuition in the study of a biographical subject means simply the comprehension of unity: here the term "comprehension" has been used (consistent with Allport, 1937:545) in order to highlight again the difference between this and the normal perceptual processes.

This, then, forms the theoretical underpinning for the intuitive aspect of the method: in biographical studies we may comprehend a subject's *quality pattern* through an understanding of the individual's driving interests and sentiments, and of the way in which those interests and sentiments are organized and are expressed through his usual adjustments to the major problems of life. This understanding is achieved through empathic experience of the *quality pattern* of the subject without obscuring our comprehension of him as a totality.

In addition to the intuitive aspect, some concessions have also been made to the analytical approach which typifies some of the other applications of biography in the development of administrators. It was found that it was impossible to neglect causal and general principles in favour exclusively of the subjects' *images*. Learning simply could not proceed effectively without involving - sooner or later - a discussion of causal principles and management theories (e.g., span of management, leadership, delegation, interpersonal communication). Some of these issues should be brought up in the biographical material, however without the anchorage of conceptual discussion, there would not be a sufficient framework within which students could complete the overall construction. The point here is that a terminology and theoretical background must evolve *pari passu* with the appreciation of the subject.

On the other hand, it is clearly insufficient to consider the biography only as an "illustration" of theory, for if this were the case, the *image* would tend to fall "out of focus". In using the method, analysis and intuition should fuse and become indistinguishable: one point made by the biographer may have analytical and accordingly general significance, while the next point returns to the subject as an individual. The natural mental attitude in the study of a biographical subject seems to be one which while it *analyzes* keeps its effort always directed toward the *particular* instance. (Allport, 1929:25).

CONTENT AND METHOD

Bearing in mind the constraints of time on any biography element in a post-experience programme as outlined in the discussion of the criteria relating to the biographical medium, the primary biographical material should be confined to single, relatively short works which nevertheless conform to the theoretical criteria. In developing these criteria, the characteristics attributed by Allport to *The Locomotive God* were used as guidelines, coupled with the prescriptions which are implicit in the *Theoretical Context*. The criteria to be used in selecting the primary biographical material are listed below in order of their priority:

The work should:

1. Offer an homogeneous impression of the subject, with successive material not merely giving added data but clarifying the impression of the subject who from the outset is presented as a whole.
2. Comply with the first requirement without any "dismembering" of the subject and without presenting a mere "assemblage" of parts.
3. Deal with the integrations of the subject as a mature adult.
4. Seek causal or explanatory forces in the subject's development, including the various environmental influences.

These criteria exclude works which are little more than mere chronologies or autobiographical "confessions", systematic studies of personality, biographical "justifications", and a range of works which are essentially eulogistic in nature. On the other hand, the criteria admit works in which the image of the subject is never lost, but simply brought into focus. Two examples of the type of biographical works

admitted by the criteria appear in C.D. Kemp's book *Big Businessmen* (1964): the biographies of Sir Herbert Gepp and Sir Walter Massy-Greene.¹ Kemp at various times worked closely with both these subjects, and has as well drawn upon numerous people who knew them intimately, including close relatives. Both of these biographies are rich in character description against the subjects' backgrounds and work, and are admirable media through which to employ the intuitive-analytical method. In length the works are of the order of 24,000 and 20,000 words respectively, but even longer biographies could scarcely offer better overall impressions of the subjects. Where it is necessary to exemplify the biographical subject in the following discussion of the intuitive-analytical method, Gepp will be used as a case in point, although there are of course many other administrators who meet the requirements of the criteria in Chapter Five relating to the subject and whose biographies fulfill the requirements of the biographical medium as set out both here and in that chapter.

The essential, non-reducible features of the intuitive-analytical method are as follows:

1. The study of the primary biographical material - selected in accordance with the criteria outlined above.
2. The completion of an appropriate *Question Bank* - which, in accordance with the merger of the intuitive and analytical approaches, comprises three types of questions in more-or-less

1 The remaining two works in this collection were written by Kemp mainly in a personal sense, and there is little attempt to explore the careers of the subjects: they are, accordingly, unsuitable for the intuitive-analytical method.

equal proportions:

- . those which bear upon general administrative principles,
 - . those which aim to draw out the subjects' own personalities,
 - . those which combine both interests.
3. The exchange of ideas about, and images of, the biographical subject, together with critical comparison of responses to key items in the Question Bank: whilst there are a number of alternative ways in which the exchange may be effected, it is crucial that students as a group determine (and justify) what constitute *key items*.

Providing that these features are retained, the intuitive-analytical method is adaptable to almost any configuration which may be dictated by the parent management development programme. The sequence of activities which follows is accordingly intended to illustrate one possible approach, rather than to represent a rigid methodology: the application of the method would necessarily need to be geared to such matters as the amount of programme time which can be dedicated to the biography element, the learning methods adopted in the parent programme, and the number of participating managers. The five nominal phases which are outlined below reflect the different levels of learning - the individual manager, the small group, and the extended group - which can be derived from the essential features of the intuitive-analytical method.

Phase One

As part of their pre-course preparation, participants should be briefed on the objectives of the biography both in relation to the

overall programme and specifically in terms that create a receptive attitude toward their allocated subject.¹ "Receptive" here is used in the sense of an *interest* which will sensitize participants to their subject who, after all, should have some claims to effectiveness as an administrator: the objectives should *not* carry any connotation *pro* or *con* the subject. In addition, an explanation should be given of the individual and group components of the method (see *infra*) and the necessary biographical materials provided. The latter should ideally include:

1. A résumé of the subject: this should be rather more comprehensive than the "thumbnail sketches" initially provided for the biographies in the Administrative Staff Colleges (*vide* Chapters Two and Three), as there should be sufficient coverage of the subject's career to stimulate participants' interest. In the case of Sir Herbert Gepp, for example, there is available a 1300 word entry in the *Australian Dictionary of Biography*² which effectively meets these needs.
2. The biography itself: as discussed above. As has been noted the biography of Gepp is of some 24,000 words and, after a short introduction and comment on his early life, proceeds to examine his roles in industry and as a senior governmental adviser, and briefly describes his "extra-curricular activities" before concluding with an extensive commentary on Gepp's character, punctuated with references back to points raised in examining his various roles. It is not suggested that this is in any sense a "model" format, however experience has revealed it as one which maintains the early interest raised in participants.

1 Given sufficient participants, two or more biographical subjects may be used advantageously in the same programme.

2 Volume 8: 1891-1939, Melbourne University Press; a copy of this entry is included as Appendix J.

3. The Question Bank: structured so that the order of the items corresponds to the order in which the various points appear in the biography. As the biography may well develop a point and later touch upon the same or a related point, it is possible to use a cumulative approach on such matters toward strengthening the *image* of the subject: Items 22.2 and 39, together with Item 33 in the extracts from the Question Bank on Gepp (Figure 7.1) illustrate this cumulative approach.

Figure 7.1 also provides a representative cross-section of the type of items which may be incorporated in a Question Bank. Items 18.1, 18.2, 19, 23, 47, and 51 being of a type designed to draw out the subject's own *personality*, Item 48 representing those which bear upon *general administrative principles*, whilst Items 1, 18.3, 22, 27, 38, and 39 are typical of *combinations of both personal and general aspects*.

Participants should be required to study the biography and complete the Question Bank prior to the commencement of the face-to-face component of the course, following guidelines which recommend a reading of the biography as a *whole*, followed by a re-reading by stages corresponding to the items in the Question Bank. To facilitate this, each item in the Question Bank should be referenced to the pages in the biography from which participants should be able to draw their basic information (see Figure 7.1 and Appendix K). Participants should be advised to prepare their responses in a way which will allow them to supplement their initial responses as they encounter subsequent biographical information relevant to each item. In this fashion they can accumulate data as they proceed.

FIGURE 7.1

-
- 1 (13) Gepp's critics frequently applied to him such adjectives as "Churchillian" and "Napoleonic".
- 1.1 What did these terms imply?
- 1.2 In your opinion, were such adjectives apposite?
- 18 (53-54) Whilst still Managing Director of A.P.M., Gepp's task as Chairman of the Commonwealth Cargo Control Committee "was peculiarly frustrating and not entirely suited to a man of his individualistic temperament ... he gave the impression of regarding the task as still too remote from the centre of activities of the national war effort and the appointment as one carrying insufficient prestige ... frustrations caused him to become obstinate and he frequently rejected advice from people who were life-long friends and associates and often experts in their line."
- 18.1 What do you consider may have motivated Gepp's interest in the war effort?
- 18.2 Why would he be experiencing esteem needs at this time?
- 18.3 Do you consider the events leading to "Gepp's Folly" to be desirable administrative behaviour?
- 19 (55) "... this work consumed a great deal of his time, sometimes to the dismay of senior executives of the company who could not always gain immediate entrance to his office to obtain decisions on what they regarded as urgent matters".
- Comment upon this example of Gepp's priorities.
- 22 (58-60) Gepp's "one interest in life was work".
- 22.1 Consider Kemp's elaboration on, and illustrations of, this point, and comment upon them with relation to the concept of a *balanced* personality, and its relationship to administrative qualities.
- 22.2 Relate this to the work ethic.
- 23 (60-61) "He was criticised - quite fairly - by many as being over-addicted to 'showmanship'. This tendency often arises from some feeling of inner insecurity, of being disregarded, passed over. The small boy likes to 'show-off' because he wants to attract attention to himself. It is a way of self-expression, satisfying to the 'ego'. In this one respect Gepp perhaps never completely grew up. The characteristic is not unusual in prominent men; the greatest of all, Winston Churchill, had his fair share of it."
- What might account for Gepp's resort to this psychological mechanism?

Continues over

-
- 27 (64) Gepp's "Heath-Robinson" type of organisation responded, not without dangerous frictions, to the energies, the uncanny abilities, and the will and determination of the man at the wheel. Even so, there is no doubt that he could have achieved even much more than he did if he had followed more orthodox methods of organization".
- Discuss Kemp's final proposition.
- 33 (69,55) Compare Gepp's abilities as a "platform speaker" and in "small gatherings and committees".
- 33.1 Given his apparent lack of ability as a "platform speaker", why would Gepp be so predisposed to deliver papers and addresses to large gatherings?
- 33.2 Do you consider Gepp's strengths in committee to be sound prescriptions for any administrator working in such groups?
- 38 (72) "Gepp would have revelled in the climate of growth and expansion of the 1950s and 1960s".
- 38.1 Does this appear to be accurate in the light of the *technological* environment of those years?
- 38.2 Would the *human* environment of those years have constrained Gepp's effectiveness as an administrator?
- 39 (73) Reconsider Item 22.2 against Gepp's insistence that the problems of Australia's development "would yield to industry, persistence and applied intelligence".
- 47 (80-81) How can you account for Gepp's vacillation between "the private enterprise philosophy and the socialist philosophy"?
- 48 (81-82) Kemp categorizes Essington Lewis as a *specialist*, Gepp as a *generalist*.
- Does either of these categories stand out as most likely to contain effective administrators?
- 51 (83) "... Gepp's achievements were less than his almost unique qualities should have made possible".
- Why was it so?
-

FIGURE 7.1

EXTRACTS FROM THE QUESTION BANK ON SIR HERBERT GEPP

KEY: *The first numerals denote the item number in the complete Question Bank of 51 items which is included as Appendix K.

*The numerals in parentheses denote the page reference in the Biography: provided for the guidance of participants.

Phase Two

If participants are unfamiliar with the idea of working in small groups as syndicates, this phase should be prefaced by an outline of the syndicate method, ideally coupled with an experiential exercise designed to provide the necessary familiarity. Phase Two itself should allow participants the opportunity of exchanging ideas about, and images of their common biographical subject, and for achieving consensus within their syndicate on which Question Bank items are of particular significance and therefore merit later discussion. From this should emerge a number of aspects of the subject and/or his environment which require further consideration or inquiry, and these should then be allocated amongst syndicate members for attention prior to the next phase.

Phase Three

The heuristic element which forms part of both this and the previous phases must, of course, be supported by making available to participants additional source materials. Ideally this should comprise:

1. A representative selection of the subject's own published works including, if available, any autobiographical material.
2. Specific histories and other biographies in which the subject is discussed.¹
3. General histories which offer a background to the subject's times.

1 In the case of Gepp, for example, there are social histories of Broken Hill (which formed an important phase in his career) and works dealing with Australian liberalism and national character, as well as studies of the particular industries in which Gepp was intimately involved.

The purpose of this phase should be twofold: to add further information on the subject - both in terms of reinforcing his image and clarifying the initial responses to the Question Bank which have been identified by the syndicate as worth pursuing, and to endeavour to identify any possible bias, intentional or unintentional, in the primary biographical material. Whilst it is desirable to include this phase, it must be recognized that, if it is to be of significant value, adequate time must be allowed for participants to complete their additional work without detracting from their effective participation in other elements of the parent programme with which the biography is interspersed. If adequate time cannot be made available, it would be preferable to delete the phase altogether, in which case Phases Two and Four could, if necessary, be combined.

Phase Four

Here the focus should return to the syndicate, with individual participants reporting the results of their further study, leading to a general interchange of any reinterpretations of the biographical subject - or confirmations of the original impressions gained by participants. Work in the syndicate should, however, be taken beyond the intuitive level into analysis and a discussion of those items in the Question Bank which were identified by the syndicate as worthy of detailed examination. In turn, this should lead into a critique of the Question Bank itself, as a further safeguard against the possibility of bias from that source and as a stimulus to the syndicate to participate actively in the generation of the syndicate report to the plenary session which should follow immediately.

Phase Five

Following immediately upon the previous phase, each syndicate should be required to present through its chairman (or nominee) a brief verbal report to a plenary session. This report should relate to the substance of each syndicate's work on their subject, and include some observations on the subject's development as an administrator, the main problems and challenges which he faced (and how he overcame these), and an assessment of what the subject achieved in the circumstances of his time.

An alternative format which may be used to good effect where all syndicates have studied the same biographical subject is a *moot court* in which the subject is "charged" with a substantial contravention of, for example, generally accepted standards of administrative practice, with syndicates being required variously to "prosecute the case" or defend the subject. Apart from the intrinsic interest in such proceedings, this format is capable of throwing the subject into high relief, thereby accentuating both the positive and negative images gained by participants.

In either situation, a *summing up* should be obligatory - either by the programme director or, as in the case of the Administrative Staff Colleges, by an outside commentator who has been thoroughly briefed on the spirit and purpose of the method.

AN EVALUATION OF THE INTUITIVE-ANALYTICAL APPROACH TO BIOGRAPHY

The most striking advantage of the intuitive-analytical method is the enhancement of interest in administrative practices, especially as contrasted with theory. Learning with the aim of understanding particular managers as samples of the whole field is an intelligible and attractive goal to the experienced participant. With a highly definitive purpose and a *prima facie* proscribed area of study, interest amongst participants increases markedly - and with interest comes enhancement of morale and new gains in learning.

In so far as the criteria outlined in Chapter Five are concerned, the intuitive-analytical method complies in all respects with the criteria relating to the general approach (Criteria 1-3) and, contingent upon the context in which it is placed, is capable of fulfilling the requirements of the criteria relating to the biographical subject (Criteria 4-7); this will, of course, be largely a function of the extent to which a particular subject's characteristics are compatible with the parent programme - Gepp and Massy-Greene are examples of subjects who should be generally acceptable in this regard. However in relation to Criterion 5, whilst it is possible to control the degree of exposure to the subject in the analytical aspect of the method, it must be acknowledged that such control is virtually out of the question in the intuitive aspect, except in the judicious choice of the media through which participants are exposed to the subject.

With respect to the biographical medium, the additional theoretical criteria to be used in selecting material appropriate to the intuitive-analytical method go some way toward achieving the requirements of

Criterion 8, but it is nevertheless essential that the medium is thoroughly assessed against those requirements: the cited biographies of Gepp and Massy-Greene are typical of what is required. The analytical aspect of the method may, of course, help to compensate for any deficiencies in the medium with respect to the mapping of the subject's administrative outlook (Criterion 8.1) and the specification of his style of work (Criterion 8.2), provided that the Question Bank items are appropriately devised. The intuitive-analytical method complies with Criteria 9 and 10 and, unlike the administrative style approach discussed in Chapter Six, *does* induce the continuity of images of the "Boswell Formula". Whilst the intuitive-analytical method explicitly requires participants to evaluate critically the Question Bank which here represents the framework referred to in Criteria 10 and 11, the design of the Question Bank should nevertheless be independently assessed as required by Criterion 11. Again, the motivational set given to participants (Criterion 12) is closely bound to the parent programme, and accordingly the intuitive-analytical method will not be assessed against this criterion. The nature of Phase 1 of the method, however, is such that it positively supports the induction of the requisite motivational set, and indeed the method as a whole typically maintains participants' interest at a high level.

The method explicitly avoids using any classification system such as Spranger's six "ideal types" (1928) as a theoretical guide toward understanding particular administrators. Such typologies are rejected as being inconsistent with the intuitive-analytical method, as no individual is a pure representation of any single type as considered in such classifications. Ultimately each individual is unique, although it must be said that an understanding of the different

forms which human values may take may assist in the comprehension of concrete, "mixed" cases. In the intuitive-analytical method, however, it is the way in which an administrator's qualities combine which is of primary importance in understanding him: students are led toward comprehending a subject's *quality pattern* through an understanding of his driving interests and sentiments and of the way in which these are organized and expressed through his habitual adjustments to the major problems which face him - whether in the administrative or other arenas. In this way the method achieves a comprehension of the "whole man", unlike the style approach which may distort the total image of the subject.

The intuitive-analytical approach, drawing as it does from widely diverse fields, is able to avoid the pitfalls which characterize stances which are essentially *either* intuitive or analytical: whilst realizing the potential gains available through both. The gains from the method appear to outweigh the benefits accruing from either an highly systematic analytical approach which is devoid of *interest*, or an otherwise all-embracing intuitive approach in which *comprehension* is lacking. The way in which intuition and analysis have been merged in this method has resulted in a synergistic combination of approaches: a synergy which can spill over into other aspects of an administrator's development and serve to integrate his developmental experiences.

PART II - EPILOGUE

In the preceding three chapters, the thesis has presented a set of criteria relating to the general approach to using biography in post-experience programmes together with further criteria associated with the biographical subject, the medium which forms the primary source of information on the subject, and the method by which learning occurs. Using this set of criteria as a guide, two alternative approaches to using biography have been developed, for each of which the theoretical foundation has been described before explaining the way in which the theory is susceptible to translation into practice. Both approaches have been shown to comply substantially with the criteria, and the thesis is now at a point at which the various threads may be drawn together and some conclusions made about the role of biography in both retrospect and prospect.

SUMMARY AND CONCLUSIONS

SUMMARY AND CONCLUSIONS

A SUMMARY OF THE THESIS

The exploration of the role of biography in the development of administrators which forms the central concern of this thesis has followed two major routes: the first a case study approach to the use of biography in the management development programmes of the Administrative Staff Colleges in Britain and Australia, the second an eclectic approach which, using the case studies together as a datum, drew upon a number of disciplines in formulating alternative means of applying biography in this field.

The case studies themselves (Part I of the thesis) provide a dual perspective on the central concern, on the one hand offering a broad conception of the pattern of relationships between ends and means in programmes directed toward the development of general managers and the role of biography in this pattern, whilst on the other revealing the central nature of the problems inherent in casting biography in such a role. The role of biography in the context of the Administrative Staff Colleges was clearly revealed as much more than a means to programme integration, and extended into the domain of administrative socialization, primarily through the contribution of biography to the various facets of organization of experience. Although this was entirely consistent with the broad aims and methodology of the Colleges (*vide* Propositions 1 and 2 as noted in the "Introduction"), their approach to biography

lacked the underpinning of an integrated and consistent theory, despite being grounded in a sound historical tradition. Whilst this tradition of using the generalized study of past lives toward educational ends was not entirely incongruent with the intellectual climate of the immediate post-war era during which the Colleges came into being, it eschewed any of the seeds of applied biography which, planted in the 1930s, had flowered in the late 1940s. In this adherence to the methods of an earlier age and avoidance of advances in the social sciences lay the roots of the second problem inherent in the Colleges' use of biography: that of inflexibility.

Not only did the neglect of available knowledge reduce the potential of biography in the developmental experience and thereby decrease its perceived relevance, but the inherent inflexibility of the traditional approach to biography made it increasingly difficult to retain the approach intact in a pattern of developmental experiences which was itself evolving in response to changing priorities in the development of administrators. Given the generally highly responsive character of these institutions - not only to pressures from their environment but also to pedagogical innovations - it is, as has been suggested, somewhat paradoxical that each College continued to adhere substantially to its original approach to biography. As a consequence, the biographies at Henley gradually became absorbed in an attenuated form within other elements of the programme, whilst the Mount Eliza biographies ultimately

succumbed to the effects of that College's response to changing administrative needs (*vide* Propositions 3 and 4).

The experience of the Administrative Staff Colleges nevertheless yields rather more than "cautionary tales", and in pursuing an eclectic approach, Part II of the thesis not only addresses the themes and central problems which were identified in the case studies but also draws upon the objectives, content, and methodology of the Colleges' biographies in formulating the guiding criteria for alternative approaches. The criteria themselves focus on post-experience programmes aimed at the development of general managers and reflect the effectiveness and flexibility requirements of Proposition 5. Toward integrating theory with practice, the criteria specify that the general approach to biography in such programmes should include intersecting cognitive and affective components in order to heighten the social learning focus provided for in the criteria relating to the learning method. The criteria further emphasize the need for the biographical subject and the medium through which the subject is presented to be consonant with the parameters of any programme within which biography is included, not only from the point-of-view of the type of behaviour exemplified by the subject but also from the standpoint of the constraints of time and relevant expertise which typify post-experience programmes and their participants.

The eclectic approach of Part II continues with the exploration of two types of biographical approach, the first based on the

concept of administrative style and the second on an amalgam of the intuitive method of personalistic psychology with an analytical framework. Both approaches illustrate the way in which biography may be developed in line with the prescriptive criteria and, therefore, with Proposition 5, the effectiveness and flexibility requirements of which are embodied in the criteria. Furthermore, both the style and intuitive-analytical approaches exemplify the psychological advantage of utilizing intrinsic interest in the "specific example" of the administrator in action and the analytical advantage of sharpness and meaning given by actual administrative situations.

CONCLUSIONS

The thesis has demonstrated that biography *can* be used to heighten learning in so far as the substantive aspects of administration - that is to say, the course of its development and its present dimensions - are concerned. Simply in the course of reading the biography of an administrator, many aspects of many fields of administrative activity are covered and, within limits, it is even possible to select biographies with as much concentration on a particular area as may be required.

Perhaps for the purely theoretical side, traditional pedagogical methods may be more efficient, but in terms of the integration of theory with practice, biographical approaches offer significant

advantages. The argument that biography is a convenient or efficient way to convey knowledge is broader than administration conceived as a body of knowledge about such matters as planning, organizing, leading, and controlling - as in the modified process approach. Although some of the peripheral knowledge about industry, commerce, government, society, and economic life can be learned by other means, in studying biography this type of knowledge is acquired, inevitably and relatively painlessly. Such elements of knowledge are learned in context, as are their endless and subtle interrelationships, but of particular importance, biography shows how the practice of administration relates to the society in which it operates. Biography can be used to comprehend the multitude of institutions, ideas, influences, and powers that can interact in administration. To be sure, these phenomena can be delineated also in general terms through traditional methods, but biography provides a sense of immediacy and reality that generalization cannot convey.

Biography has a unique advantage in one respect: it prepares an administrator, as no other method can, to relate ends and means in administration. Administration is put into context, and in context it becomes apparent that ends and means are neither linear nor circular, but a complex skein that only administrative ability can prevent from becoming a hopeless tangle. However, perhaps of even greater significance is the potential of biography to advance understanding of administrative behaviour in general, although

there are distinctive barriers to realizing this potential.

On the one hand there appears to be a predilection for attributing decisive influence on developments in administration to social and economic forces rather than to individual administrators. On the other, there is a lack of sufficiently well-defined and inclusive theories which would permit precise hypotheses on the relationships which might be expected between the individual administrator and his behaviour in various circumstances. Accordingly, the role of biography in the development of administrators has wider ramifications in helping to overcome these barriers.

The particular significance of biography in the development of administrators and in its wider role noted above lies in three areas. *Firstly*, the course of an administrator's life represents a natural context which can, to some extent at least, be lifted from the vaster and more unmanageable contexts of the complexities of the administrative milieu. *Secondly*, in considering the life of an individual administrator, it is possible to scrutinize - as it were in miniature - some of the processes, such as the setting of goals, the conflict of wills, or frustration caused by circumstances, which make up the stuff of administration. *Thirdly*, by selecting for study administrators of central significance, it is possible to achieve a favourable point-of-view from which to understand the influence of particular circumstances.

Certainly administration should not be construed as exclusively vested in such men, for this is only one of the lines of

approach available to those concerned with the development of administrators. General knowledge about human nature and the various generalizations of psychology, sociology, and the other disciplines upon which administration draws are based on the understanding of individuals, yet these individuals can only be understood in terms of that general knowledge. Biography, which is concerned with individual phenomena, provides material for the systematic study of administration and, at the same time, utilizes the generalizations of such study to comprehend the individual's role in the course of events. None of the methods used in the development of administrators has absolute epistemological priority, but each depends upon the others.

The use of biography makes it possible to pass between the horns of two dilemmas in the development of administrators. One of these is the historic controversy over *whether administration is an art or a science*. Although this argument has largely subsided with increasing agreement that elements of both art and science are involved in the practice of administration, the biographical approaches discussed in Chapters Six and Seven are broad and flexible enough to give due weight to both sides, showing how the two components of art and science relate and interact in administrative practice. In almost all administrative biographies there will be exemplified some aspect of the science or technology of administration together with an

opportunity to observe administration as an art - as an activity carried on with greater or lesser skill and creativity. A second dilemma which periodically faces those concerned with the development of administrators is that of *liberal education versus professional training*. To what extent ought programmes of administrative development aim at increasing participants' sensitivity and maturity toward heightening their awareness of, and responsiveness to the manifold natural and cultural dimensions of their environment? To what extent ought such programmes aim at equipping participants with the increasingly specialized knowledge and the refined personal skills that they need to take their place in the higher echelons of management? The approaches to biography suggested in Part II of this thesis aim at neither extreme, but at the mean. One of the clearest and strongest arguments in favour of biography is that it balances and unites the two legitimate objectives of assisting the participant to *understand his environment* - both internal and external, and giving him a conception of how administrative knowledge and skills can be applied.

In administration it would appear to be irresponsible to avoid high and middle-range theory because of a judgment that since certain tools of scientific inquiry cannot be used at these levels, no inquiry is warranted as it cannot be "scientific". The biographical approaches developed in this thesis are tools for working especially in the area of middle-range theory and for

relating the theory of all three levels - from societal mechanics to personal influence. Biography is a tool with limitations, but it is also one of considerable potential: there is no responsible alternative to using it.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Administrative Staff College (1948a): Brief for the Biographies, Session 1, part of the course of studies papers held at the Administrative Staff College, Henley-on-Thames.
- Administrative Staff College (1948b): "Content of the Course of Studies", part of the Session 1 papers held at the Administrative Staff College, Henley-on-Thames.
- Administrative Staff College (1948c): Annotated List of Subjects for the Biographies, Session 1, part of the course of studies papers held at the Administrative Staff College, Henley-on-Thames.
- Administrative Staff College (1965a): Chairman's Note for the Second Biographies, Session 53, part of the course of studies papers held at the Administrative Staff College, Henley-on-Thames.
- Administrative Staff College (1965b): Brief for the Biographies, Session 54, part of the course of studies papers held at the Administrative Staff College, Henley-on-Thames.
- Administrative Staff College (1965c): Chairman's Note on the First Biographies, Session 53, part of the course of studies papers held at the Administrative Staff College, Henley-on-Thames.
- Administrative Staff College (1972a): Brief for the Biographies, Session 77, part of the course of studies papers held at the Administrative Staff College, Henley-on-Thames.
- Administrative Staff College (1972b): "Notes on the Course", part of the Session 77 papers held at the Administrative Staff College, Henley-on-Thames.
- Administrative Staff College (1981a): Brief for "Leadership and Direction", Session 104, part of the course of studies papers held at the Administrative Staff College, Henley-on-Thames.
- Administrative Staff College (1981b): Chairman's Note on the biography component of "Leadership and Direction", Session 104, part of the course of studies papers held at the Administrative Staff College, Henley-on-Thames.
- Administrative Staff College (1983): *Henley: The Management College - General Management Course*, Henley-on-Thames, The Administrative Staff College.
- Administrative Staff College (1984): Brief for "Leadership and Direction", Session 111, part of the course of studies papers held at the Administrative Staff College, Henley-on-Thames.

- Allport, G.W. (1929): "The Study of Personality by the Intuitive Method: An Experiment in Teaching from *The Locomotive God*," *The Journal of Abnormal and Social Psychology*, Vol. XXIV, pp.14-27.
- Allport, G.W. (1937): *Personality: A Psychological Interpretation*, London, Constable & Company Ltd.
- Allport, G.W. (1942): *The Use of Personal Documents in Psychological Science*, New York, Social Science Research Council.
- Ansoff, H.K. (1974): "The Next Twenty Years in Management Education", in Fussler, H.H., Jeuck, J.E., and Swanson, D.R. (ed.): *Management Education: Implications for Libraries and Library Schools*, Chicago, The University of Chicago Press, pp.13-48.
- Ansoff, H.I. and Brandenburg, R.G. (1969): "The General Manager of the Future", *California Management Review*, Vol. 11, pp.61-72.
- Australian Administrative Staff College (1957a): Brief for the First Biographies, Session 1, part of the course of studies papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.
- Australian Administrative Staff College (1957b): Directing Staff Notes for the First Biographies, Session 1, part of the course of studies papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.
- Australian Administrative Staff College (1957c): Excerpt from the Principal's Report to the College Council, 3rd September, 1957, held in the Librarian's files, Australian Administrative Staff College, Mount Eliza.
- Australian Administrative Staff College (1959a): Brief for the Second Biographies, Session 4, part of the course of studies papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.
- Australian Administrative Staff College (1959b): Directing Staff Notes for the Second Biographies, Session 4, part of the course of studies papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.
- Australian Administrative Staff College (1964a): Memorandum from the Librarian to the Principal and Directing Staff, 12th May, 1964, held in the Librarian's files, Australian Administrative Staff College, Mount Eliza.
- Australian Administrative Staff College (1964b): Minutes of a meeting of the Directing Staff on the Biographies, 4th June, 1964, held in the Librarian's files, Australian Administrative Staff College, Mount Eliza.

Australian Administrative Staff College (1973a): *Handbook 1973*, Mount Eliza, The Australian Administrative Staff College.

Australian Administrative Staff College (1973b): Directing Staff Notes for the Biographies, Session 48, part of the course of studies papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.

Australian Administrative Staff College (1973c): Directing Staff Notes - Annex, Session 47, part of the course of studies papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.

Australian Administrative Staff College (1975a): Directing Staff Notes - Annex, Session 53, part of the course of studies papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.

Australian Administrative Staff College (1975b): Brief for the Biographies, Session 53, part of the course of studies papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.

Australian Administrative Staff College (1975c): Directing Staff Notes for the Biographies, Session 53, part of the course of studies papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.

Australian Administrative Staff College (1975d): Memorandum from a member of the Directing Staff to the Principal and other Directing Staff, 4th April, 1975, held in the Archives of the Australian Administrative Staff College, Mount Eliza.

Australian Administrative Staff College (1976a): "An Introduction to the College", part of the Moondah Conference 1976 papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.

Australian Administrative Staff College (1976b): "Aspirations of the College", a verbatim excerpt from the Principal's 1976 Report to the College Council, part of the Moondah Conference 1976 papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.

Australian Administrative Staff College (1979a): Brief for the Biographies, Session 64, part of the course of studies papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.

Australian Administrative Staff College (1979b): Directing Staff Notes for the Biographies, Session 64, part of the course of studies papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.

- Australian Administrative Staff College (1980a): Brief for the Biographies, Session 67, part of the course of studies papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.
- Australian Administrative Staff College (1980b): Directing Staff Notes for the Biographies, Session 67, part of the course of studies papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.
- Australian Administrative Staff College (1982a): *Handbook 1982*, Mount Eliza, The Australian Administrative Staff College.
- Australian Administrative Staff College (1982b): *Advanced Management Program 1982*, Mount Eliza, The Australian Administrative Staff College.
- Australian Dictionary of Biography*, Vol. 8, 1891 - 1939, Melbourne University Press.
- Australian National University (1976): "The Coombs Years", in *Convocation News*, Supplement to No. 3, pp.1A-4A.
- Bandura, A. (1977): *Social Learning Theory*, Englewood Cliffs, N.J., Prentice-Hall.
- Bandura, A. (1978): "The Self System in Reciprocal Determinism", *American Psychologist*, Vol. 33, pp.344-358.
- Barber, J.D. (1967): *The Lawmakers: Recruitment and Adaptation to Legislative Life*, New Haven, Yale University Press.
- Barber, J.D. (1968): "Analysis of Types of Political Actors", *The Journal of Social Issues*, Vol. XXIV, No. 3, pp.51-80.
- Barlow, D.E. and Hall, D.T. (1966): "The Socialization of Managers: Effects of Expectations on Performance", *Administrative Science Quarterly*, Vol. 11, pp.207-223.
- Barnes, A. (1976): "ABC and a New Master's Voice", in *The Age*, 17th August, 1976, p.9.
- Barry, B. and Dowling, P.J. (1984): *An Australian Management Style?* Melbourne, Australian Institute of Management.
- Bassett, G.A. (1966): *Management Styles in Transition*, New York, American Management Association.
- Blake, R.R. and Mouton, J.S. (1966): "Managerial Facades", *Advanced Management Journal*, July, pp.21-40.

- Bland, H. (1966): "Implications of the Personnel Requirements of the Service", *Public Administration* (Sydney), Vol. 25, pp.41-54.
- Bland, H. (1975): *Public Administration-Whither?* Canberra, Royal Institute of Public Administration.
- Brown, M. (1963): "A Promising Experiment", *California Management Review*, Vol. VI, No. 2, pp.79-82.
- Burnaska, R.F. (1976): "The Effects of Behaviour Modeling Training Upon Managers' Behaviours and Employees' Perceptions", *Personnel Psychology*, Vol. 29, pp.329-335.
- Burns, K.J. (1984): Personal communication to the author.
- Burns, T. and Stalker, G. (1966): *The Management of Innovation*, London, Tavistock.
- Cherrington, B. (1982): Personal communication to the author.
- Cherrington, P. (1982): Personal communication to the author.
- Cherrington, P. (1983): Personal communication to the author.
- Cherrington, P. (1984): Personal communication to the author.
- Chung, K.H. and Megginson, L.C. (1981): *Organizational Behaviour: Developing Managerial Skills*, New York, Harper and Row.
- Churchman, C.W. (1957): *Introduction to Operations Research*, New York, Wiley.
- Churchman, C.W. (1963): "An Analysis of the Concept of Simulation", in Hoggatt, B. and Balderston, R. (ed.): *Symposium on Simulation Models*, Cincinnati, Southwestern Publishing Company, pp.42-58.
- Cochran, T.C. (1947): "A Plan for the Study of Business Thinking", *Political Science Quarterly*, Vol. LXII, pp.82-90.
- Cochran, T.C. (1953): *Railroad Leaders 1845 - 1890: The Business Mind in Action*, Cambridge, Mass., Harvard University Press.
- Coltham, J.B. (1971): *The Development of Thinking and the Learning of History*, London, The Historical Association.
- Commonwealth of Australia (1982): *Inquiry into Management Education: Report (The Ralph Committee of Inquiry)*, Canberra, Australian Government Publishing Service.

- Coombs, H.C. (1970): *The Fragile Pattern*, Sydney, Australian Broadcasting Commission (Boyer Lectures).
- Coombs, H.C. (1971): *Other People's Money*, Canberra, Australian National University Press.
- Coombs, H.C. (1972): *The Future of the Australian Aboriginal*, Sydney, University of Sydney.
- Coombs, H.C. (1976): *The Future Bureaucracy*, Canberra, Australian National University Press.
- Copland, D.B. (1957a): "The Australian Administrative Staff College", *Personnel Practice Bulletin*, Vol. XIII, No. 2, pp.14-20.
- Copland, D.B. (1957b): *Administrative Staff Training: A New Frontier in Education*, Melbourne, F.W. Cheshire.
- Cornwall-Jones, A.T. (1977): Unpublished personal account of the early years of the Australian Administrative Staff College, Mount Eliza. Manuscript held by the Chief Executive and Principal of that College.
- Cowen, Z. (1980): Untitled address by the Governor-General of the Commonwealth of Australia to Advanced Course 69 at the Australian Administrative Staff College, 30th October, 1980. Transcript held in the Library of the Australian Administrative Staff College, Mount Eliza.
- Crozier, M. (1964): *The Bureaucratic Phenomenon*, Chicago, The University of Chicago Press.
- Dale, E. (1960): *The Great Organizers*, New York, McGraw-Hill Book Company, Inc.
- Dalton, M. (1959): *Men Who Manage*, New York, Wiley.
- Dalton, M. (1964): "Preconceptions and Methods in *Men Who Manage*," in Hammond, P. (ed.): *Sociologists at Work*, New York, Basic Books, pp.83-89.
- Davies, A.F. (1967): "The Concept of Administrative Style", *Public Administration* (Sydney), Vol. XXVI, No. 2, pp.162-173.
- Davies, A.F. (1972a): "The Tasks of Biography", in *Essays in Political Sociology*, Melbourne, Cheshire Publishing Pty. Ltd., pp.109-117.

- Davies, A.F. (1972b): "The Concept of Administrative Style", in Davies, A.F.: *Essays in Political Sociology*, Melbourne, Cheshire, pp.118-133.
- Davies, A.F. (1973): *Politics as Work*, Melbourne, Melbourne Politics Monograph.
- Dilthey, W. (1911): *The Types of World Views*, as translated by Kluback, W. and Weinbaum, M., London, Vision Press Ltd.
- Dilthey, W. (1961): *Meaning in History*, London, George Allen & Unwin Ltd.
- Dimock, M.E. (1956): "The Administrative Staff College: Executive Development in Government and Industry", *The American Political Science Review*, Vol. L, No. 1, pp.166-176.
- di Sola Pool, I. (1964): "The Head of the Company-Conceptions of Role and Identity", *Behavioural Science*, Vol. 9, pp.147-155.
- Dollard, J. (1935): *Criteria for the Life History*, New Haven, Yale University Press.
- Dubin, R. (1969): *Theory Building*, New York, The Free Press.
- Edinger, L.J. (1964): "Political Science and Political Biography: Reflections on the Study of Leadership", *The Journal of Politics*, Vol. 26, pp.423-439 and 648-676.
- Encel, S. (1970): *Equality and Authority*, Melbourne, Cheshire.
- Erikson, E.H. (1964): *Insight and Responsibility*, New York, Norton.
- Erikson, E.H. (1970): "On the Nature of Psycho-Historical Evidence: In Search of Gandhi", in Rustow, D.A. (ed.): *Philosophers and Kings: Studies in Leadership*, New York, George Braziller, pp.33-68.
- Ewing, D.W. (1964): *The Managerial Mind*, New York, The Free Press.
- Fitzpatrick, K. (1958): Comments on Syndicate Reports, First Biographies, Session 2, held in the Archives of the Australian Administrative Staff College, Mount Eliza.
- Freadman, P. (1983): Personal communication to the author.

- Galtung, J. (1969): "The Social Sciences: An Essay on Polarization and Integration", in Knorr, K. and Rosenau, J.N. (ed.): *Contending Approaches to International Politics*, Princeton, N.J., Princeton University Press, pp.243-285.
- Garraty, J.A. (1958): *The Nature of Biography*, London, Jonathan Cape.
- George, C.S. (1972): *The History of Management Thought*, Englewood Cliffs, N.J., Prentice-Hall, Inc.
- Gold, B. (1965): "Reorganizing Management Education", *Journal of Management Studies*, Vol. 2, No. 1, pp.1-13.
- Gordon, P.J. (1973): "Manager Education and Development: Adjusting to Changing Needs", *Proceedings of the 32nd Annual Meeting of the Academy of Management*, Minneapolis, Minn., Academy of Management, pp.256-259.
- Gottschalk, L., Kluckhohn, C., and Angell, R. (1945): *The Use of Personal Documents in History, Anthropology, and Sociology*, New York, Social Science Research Council.
- Greenstein, F.I. (1968): "The Need for Systematic Inquiry into Personality and Politics", *The Journal of Social Issues*, Vol. XXIV, No. 3, pp.1-14.
- Greenstein, F.I. (1969): *Personality and Politics: Problems of Evidence, Inference, and Conceptualization*, Chicago, Markham Publishing Company.
- Gusfield, J. (1960): "Field Work Reciprocities in Studying a Social Movement", in Adams, R. and Preiss, J. (ed.): *Human Organization Research*, Homewood, Ill., Dorsey, pp.112-123.
- Hall, N. (1964): "Education and Management", *Journal of Management Studies*, Vol. 1, No. 2, pp.105-115.
- Hancock, W.K. (1969): *Attempting History*, Canberra, The Australian National University Press.
- Hartung, G. (1976): "Sir Hatchet is Sharp, but no Stuffed Shirt", in *The Australian*, 8th May, 1976, p.20.
- Helmer, O., and Rescher, N. (1959): "On the Epistemology of the Inexact Sciences", *Management Science*, Vol. 6, pp.25-52.
- Heneman, H.G. and Schwab, D.P. (1982): *Perspectives on Personnel/ Human Resource Management*, Homewood, Ill., Irwin.

- Hetherington, H. (1945): "The Administrative Staff College", *The Times* (London), 7th November, 1945, p.11.
- Hetherington, J. (1965): *Uncommon Men*, Melbourne, Cheshire.
- Holmes, J. (1970): "Administrative Style and Sir John Monash", *Public Administration* (Sydney), Vol. XXIX, No.3, pp.233-247.
- Hook, S. (1943): *The Hero in History*, New York, The Humanities Press.
- Hughes, A. (1975): *Psychology and the Political Experience*, London, Cambridge University Press.
- Jackson, P.W. (1968): *Life in Classrooms*, New York, Holt Rinehart & Winston.
- Jardim, A. (1970): *The First Henry Ford: A Study in Personality and Business Leadership*, Cambridge, Mass., The MIT Press.
- Juddery, B. (1968): "Sir Henry Bland: Dominant on the Defence Scene", in *The Canberra Times*, 18th December, 1968, p.25.
- Juddery, B. (1975): "Sir Henry Bland is Back: His Influence is Already Felt", in *The Canberra Times*, 18th December, 1975, p.2.
- Kahn, H. and Wiener, A.J. (1969): *The Year 2000*, London, Macmillan Co.
- Kakabadse, A. and Mukhi, S. (ed.) (1984): *The Future of Management Education*, Aldershot, Hants., Gower.
- Katz, R.L. (1974): "Skills of an Effective Administrator", *Harvard Business Review*, September-October, pp.90-102.
- Kemp, C.D. (1964): *Big Businessmen*, Melbourne, Institute of Public Affairs.
- Kendall, P.M. (1965): *The Art of Biography*, London, George Allen and Unwin Ltd.
- Kennedy, J.F. (1967): *Profiles in Courage*, New York, Harper and Row.
- Koontz, H. (1961): "The Management Theory Jungle", *Journal of the Academy of Management*, Vol. 4, No. 3, pp.174-188.
- Koontz, H. and O'Donnell, C. (1972): *Management*, New York, McGraw-Hill.

- Kramer, L. (1968): Notes on address on the Biographies, Session 33, held in the Archives of the Australian Administrative Staff College, Mount Eliza.
- Kraut, A.T. (1976): "Developing Managerial Skills via Modelling Techniques: Some Positive Research Findings - A Symposium", *Personnel Psychology*, Vol. 29, pp.325-369.
- Lane, F.C. (1944): *Andrea Barbarigo - Merchant of Venice 1418 - 1449*, Baltimore, The Johns Hopkins Press.
- Lasswell, H.D. (1930): *Psychopathology and Politics*, Chicago, The University of Chicago Press.
- Latham, G.P. and Saari, L.M. (1979): "Application of Social-Learning Theory to Training Supervisors Through Behavioural Modeling", *Journal of Applied Psychology*, Vol. 64, pp.239-246.
- Lefebvre, H. (1969): *The Sociology of Karl Marx*, New York, Random House.
- Little, G. (1973): *Politics and Personal Style*, Melbourne, Nelson.
- Lloyd, H. (1964): *Biography in Management Studies*, London, Hutchinson.
- Luft, J. (1969): *Of Human Interaction*, Palo Alto, Calif., National Press Books.
- McCall, M.W. and Lombardo, M.M. (1983): "What Makes a Top Executive?" *Psychology Today*, February, pp.26-31.
- McGregor, D. (1957): "The Human Side of Enterprise", *The Management Review*, Vol. 46, No. 11, pp.22-28.
- McGregor, D. (1967): *The Professional Manager*, London, McGraw-Hill.
- Mant, A. (1981): *The Dynamics of Management Education: Observations on the Mid-Career Development Process*, Aldershot, Hants., Gower.
- Maris, T.L. and Luthans, F. (1980): *The Leader Behaviour Observation System: An Alternative to Questionnaire Measures*, Lincoln, Nebraska, University of Nebraska.
- Martin-Bates, J.P. (1964): "Foreword" to Lloyd, H.: *Biography in Management Studies*, London, Hutchinson, p.9.
- Mazlish, B. (1971): *Psychoanalysis and History*, New York, Grosset and Dunlap.

- Mead, G.H. (1956): "The Problem of Society-How We Become Selves", in Strauss, A. (ed.): *The Social Psychology of George Herbert Mead*, Chicago, University of Chicago Press: Phoenix Books, pp.90-106.
- Miner, J.B. (1965): *Studies in Management Education*, New York, Springer Publishing.
- Mintzberg, H. (1980): *The Nature of Managerial Work*, Englewood Cliffs, N.J., Prentice-Hall.
- Moment, D. and Zaleznik, A. (1963): *Role Development and Interpersonal Competence*, Cambridge, Mass., Harvard University Press.
- Morgan, M.A. (1980): *Managing Career Development*, New York, Van Nostrand.
- Morris, J. and Burgoyne, J. (1973): *Developing Resourceful Managers*, London, Institute of Personnel Management.
- Nagle, D. (1972): "Coombs - Australian of the Year", in *The Australian*, 1st January, 1972, p.11.
- Nash, G.D. (1969): *Perspectives on Administration: The Vistas of History*, Berkeley, Calif., Institute of Governmental Studies.
- Neustadt, R.E. (1964): *Presidential Power*, New York, New American Library.
- Nicolson, H. (1928): *The Development of English Biography*, London, The Hogarth Press.
- Nixon, B. (ed.) (1981): *New Approaches to Management Development*, Aldershot, Hants., Gower.
- Paige, G.D. (1972): "Introductions" to Parts 3 and 4 in Paige, G.D. (ed.): *Political Leadership*, New York, The Free Press, pp.193-211, 283-292.
- Parker, L.R. (1976): "Manager Development at Moondah", part of the Moondah Conference 1976 papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.
- Parker, L.R. (1983): Personal communication to the author.
- Pike, D.H. (1965): Notes for address on the Biographies, Session 24, held in the Archives of the Australian Administrative Staff College, Mount Eliza.

- Popper, K.R. (1961): *The Poverty of Historicism*, Boston, Beacon Press.
- Preston, Y. (1973): "Dr. Coombs, Banker and Economist, dislikes our Protestant Work Ethic", in *Financial Review*, 8th March, 1973, p.9.
- Ramsey, A. (1967): "Has He Come to Quicken Integration - or to Kill It?" in *The Australian*, 9th December, 1967, p.9.
- Randall, K. (1967): "Sir Henry Bland", in *The Australian*, 21st June, 1967, p.9.
- Rapoport, R.N. (1970): *Mid-Career Development: Research Perspectives on a Developmental Community for Senior Administrators*, London, Tavistock Publications.
- Reddin, W.J. (1970): *Managerial Effectiveness*, New York, McGraw-Hill Book Company.
- Rogers, K. (1967): *Managers-Personality and Performance*, London, Social Science Paperbacks.
- Ryan, M. (1976): Report of Syndicate C, part of the Moondah Conference 1976 papers. Transcript held in the Archives of the Australian Administrative Staff College, Mount Eliza.
- Schein, E.H. (1967): "Attitude Change During Management Education", *Administrative Science Quarterly*, Vol. 11, pp.601-628.
- Scott, W.R. (1981): "Developments in Organization Theory, 1960 - 1980", *American Behavioral Scientist*, Vol. 24, No. 3, pp.407-422.
- Snow, E. (1944): *Red Star Over China*, New York, The Modern Library.
- Spranger, E. (1928): *Types of Men*, Halle (Saale), Max Niemeyer Verlag.
- Stewart, J.G. (1976): "College Methodology - Difficulties and Opportunities", part of the Moondah Conference 1976 papers held in the Archives of the Australian Administrative Staff College, Mount Eliza.
- Stewart, J.G. (1983): Personal communication to the author.
- Stover, C.F. (1958): "Changing Patterns in the Philosophy of Management", *Public Administration Review*, Vol. 18, No. 1, pp.21-27.
- Tannenbaum, R. and Schmidt, W.H. (1958): "How to Choose a Leadership Pattern", *Harvard Business Review*, May-June, pp.162-180.

- Taylor, H.J.B. (1968): *The Administrative Staff Colleges at Home and Overseas*, London, Lyon Grant and Green.
- Thompson, J.D. (1967): *Organizations in Action*, New York, McGraw-Hill Book Company.
- Towl, A.R. (1954): "The Use of Cases for Research", in McNair, M.P. (ed.): *The Case Method at the Harvard Business School*, New York, McGraw-Hill Book Company, Inc., pp.223-229.
- Tuchman, B.W. (1981): "Biography as a Prism of History", in *Practicing History: Selected Essays by Barbara W. Tuchman*, New York, Alfred A. Knopf, pp.80-90.
- Warner, W.L. et al (1941, 1942, 1945, 1947): *The Yankee City Series*: Warner, W.L. and Lunt, P.S. (1941) *The Social Life of a Modern Community*, New Haven, Yale University Press.
- Warner, W.L. and Lunt, P.S. (1942) *Status System of a Modern Community*, New Haven, Yale University Press.
- Warner, W.L. and Srole, L. (1945) *Social Systems of American Ethnic Groups*, New Haven, Yale University Press.
- Warner, W.L. and Low, J.O. (1947) *The Social System of the Modern Factory*, New Haven, Yale University Press.
- Warner, W.L., Van Riper, P., Martin, R., and Collins, C. (1963): *The American Federal Executive*, New Haven, Yale University Press.
- Wheatcroft, M. (1970): *The Revolution in British Management Education*, London, Pitman Publishing.
- White, O. (1973): "The Concept of Administrative Praxis", *Journal of Comparative Administration*, Vol. 5, No. 1, pp.55-86.
- Whitehead, A.N. (1933): *Adventures of Ideas*, London, The Macmillan Company.
- Williams, G. (1967): "Nugget Coombs is Sad - But It Has to End", in *The Australian*, 3rd November, 1967, p.3.
- Wilson, A.T.M. (1966): "Some Sociological Aspects of Systematic Management Development", *Journal of Management Studies*, Vol. 3, pp.1-18.
- Yukl, G. (1981): *Leadership in Organizations*, Englewood Cliffs, N.J., Prentice-Hall.
- Zaleznik, A., Hodgson, R.C., and Levinson, D.J. (1965): *The Executive Role Constellation*, Boston, Harvard University Press.
- Zoffer, H.J. (1981): "Restructuring Management Education", *Management Review*, Vol. 70, pp.37-41.

APPENDICES

The Appendices to this thesis are contained in a further volume (Volume II), the order of material in which generally follows that of the chapters in the thesis itself.